

**Child Care and Development Fund (CCDF) Plan  
For**

Wisconsin  
FFY 2012-2013

<b>PART 1 ADMINISTRATION</b>
----------------------------------

## **1.1 Contact Information**

The agency shown below has been designated by the Chief Executive Officer of the State (or Territory), to represent the State (or Territory) as the Lead Agency. The Lead Agency agrees to administer the program in accordance with applicable Federal laws and regulations and the provisions of this Plan, including the assurances and certifications appended hereto. (658D, 658E)

**1.1.1 Who is the Lead Agency designated to administer the CCDF program?** Identify the Lead Agency and Lead Agency's Chief Executive Officer designated by the State/Territory. ACF will send official grant correspondence such as grant awards, grant adjustments, Plan approvals and disallowance notifications to the designated contact identified here. (658D(a), §98.10)

Name of Lead Agency: [Department of Children and Families](#)

Address of Lead Agency: [201 East Washington Avenue, Madison, WI 53703](#)

Name and Title of the Lead Agency's Chief Executive Officer: [Eloise Anderson](#)

Phone Number: [608-266-3728](#)

Fax Number: [608-267-2200](#)

E-Mail Address: [eloise.anderson@wisconsin.gov](mailto:eloise.anderson@wisconsin.gov)

Web Address for Lead Agency (if any): [www.dcf.wisconsin.gov](http://www.dcf.wisconsin.gov)

**1.1.2 Who is the CCDF administrator?** Identify the CCDF administrator designated by the Lead Agency, the day-to-day contact, with responsibility for administering the State/Territory's CCDF program. ACF will send programmatic communications such as program announcements, program instructions, and data collection instructions to the designated contact identified here. **If there is more than one designated contact with equal or shared responsibility for administering the CCDF program, please identify the co-administrator or entity with administrative responsibilities and include contact information.** (§§98.16(a) and (c)(1))

### **a) Contact Information for CCDF Administrator:**

Name of CCDF Administrator: [Elaine Richmond](#)

Title of CCDF Administrator: [Division Administrator, Division of Early Care and Education](#)

Address of CCDF Administrator: [201 East Washington Avenue, Madison, WI 53703](#)

Phone Number: [608-261-8790](#)

Fax Number: [608-267-2200](#)

E-Mail Address: [elaine.richmond@wisconsin.gov](mailto:elaine.richmond@wisconsin.gov)

Web Address for Lead Agency (if any): [www.dcf.wisconsin.gov](http://www.dcf.wisconsin.gov)

Phone Number for CCDF program information

(for the public) (if any): [608-261-8790](tel:608-261-8790)

Web Address for CCDF program

(for the public) (if any): [http://dcf.wisconsin.gov/childcare/ccdf/11\\_13draft.pdf](http://dcf.wisconsin.gov/childcare/ccdf/11_13draft.pdf)

Web Address for CCDF program policy manual

(if any): [NA](#)

Web Address for CCDF program administrative rules

(if any): [NA](#)

## **b) Contact Information for CCDF Co-Administrator (if applicable):**

Name of CCDF Co-Administrator: [Jim Bates](#)

Title of CCDF Co-Administrator: [Bureau Director, Division of Early Care and Education, Bureau of Child Care Administration](#)

Address of CCDF Co-Administrator: [201 East Washington Avenue](#)

Phone Number: [608-266-6946](tel:608-266-6946)

Fax Number: [608-267-2200](tel:608-267-2200)

E-Mail Address: [jim.bates@wisconsin.gov](mailto:jim.bates@wisconsin.gov)

Description of the role of the Co-Administrator:

[Administers the Bureau of Child Care Administration.](#)

## **1.2 Estimated Funding**

### **1.2.1 What is your expected level of funding for the first year of the FY 2012 - FY 2013 plan period?**

The Lead Agency estimates that the following amounts will be available for child care services and related activities during the 1-year period from October 1, 2011 through September 30, 2012. (§98.13(a)).

FY 2012 Federal CCDF allocation (Discretionary, Mandatory and Matching): \$ [91,797,000](#)

Federal TANF Transfer to CCDF: \$ [62,900,000](#)

Direct Federal TANF Spending on Child Care: \$ [99,339,000](#)

State CCDF Maintenance-of-Effort Funds: \$ [16,449,000](#)

State Matching Funds: \$ [19,558,000](#)

**Reminder** - Lead Agencies are reminded that not more than 5 percent of the aggregate CCDF funds, including federal funds and required State Matching funds, shall be expended on administration costs (§98.52) once all FY2012 funds have been liquidated. State Maintenance-of-Effort funds are not subject to this limitation.

**1.2.2 Which of the following funds does the Lead Agency intend to use to meet the CCDF Matching and maintenance-of-effort (MOE) requirements described in 98.53(e) and 98.53(h)? Check all that apply.**

Territories not required to meet CCDF Matching and MOE requirements should mark

☐ N/A here

**Note:**The Lead Agency must check at least public and/or private funds as matching, even if pre-kindergarten (pre-k) funds also will be used.

☒ Public funds to meet the CCDF Matching Fund requirement. Public funds may include any general revenue funds, county or other local public funds, State/Territory-specific funds (tobacco tax, lottery), or any other public funds.

If checked, identify source of funds:

State GPR.

If known, identify the estimated amount of public funds the Lead Agency will receive:

\$3,900,000

☐ Private Donated Funds to meet the CCDF Matching Fund requirement. Only private received by the designated entities or by the Lead Agency may be counted for match purposes. ( 98.53(f))

If checked, are those funds:

☐ donated directly to the State?

☐ donated to a separate entity(ies) designated to receive private donated funds?

If checked, identify the number of entities designated to receive private donated funds and provide name, address, contact and type:

If known, identify the estimated amount of private donated funds the Lead Agency will receive:

☒ State expenditures for Pre-K programs to meet the CCDF Matching Funds requirement.

If checked, provide the estimated percentage of Matching Fund requirement that will be met with pre-k expenditures ( not to exceed 30%): 30%

If percentage is more than 10% of the Matching fund requirement, describe how the State will coordinate its pre-k and child care services:

The State of Wisconsin encourages local collaborative efforts of school districts, county and tribal governments, technical colleges and others to develop full day kindergarten and 4-year-old kindergarten programs that collaborate with community child care programs, Head Start Programs, preschool programs and special education programs. Wisconsin encourages a collaborative approach that provides communities with several options for integrating 4K programs. Information regarding this can be found in *Community Approaches to Serving Four-Year-Old Children in Wisconsin* and *Creating a*

*Community Approach to Serving Four-Year-Old Children in Wisconsin* Public Awareness Packet, at the Department of Public Instruction (DPI) web site:  
<http://dpi.wi.gov/fscp/bbhghlts.html>

Also available at a different web site is a document called *Financing Approaches to Four-Year-Old Kindergarten*.

<http://www.collaboratingpartners.com/fiscal.htm>

The Department is a full participant in Wisconsin Early Childhood Collaborating Partners (WECCP), a statewide partnership that is a grass roots effort representing over 50 public and private agencies of all sizes that has been led by the Department of Public Instruction. Together this group is dedicated to facilitating the development and implementation of a plan that will permit every child and family in Wisconsin to access a blended, comprehensive delivery system for high quality early childhood education and care. One goal of Collaborating Partners is to forge public policy that provides infrastructure for a comprehensive early childhood system that is accessible to all families. It includes the blending of funding streams and programs to maximize benefits, to avoid gaps in service and to create comprehensive systems. WECCP promotes the development of public policy that increases the support for a skilled, educated, stable, and adequately paid early childhood workforce.

Collaborating Partners is interested in addressing the following problems: fragmented service delivery, duplication of services, gaps in services, the need to be categorized or labeled in order to receive services, transportation issues, affordability of quality services, and the quality of care. Further information about Wisconsin Early Childhood Collaborating Partners is found at:

<http://www.collaboratingpartners.com/contact.html>

Through WECCP, DCF works closely with the Department of Public Instruction (DPI), Department of Health Services (DHS), and other state and local agencies and organizations to move forward the overall goals of Wisconsin Forces for Four-Year-Olds. The vision of this partnership is to increase the number of communities that provide quality early learning opportunities and universal services for four-year-old children through community-based public-private partnerships in a wide range of settings. This initiative promotes partnerships among school districts, child care programs and Head Start to maximize funding, align best practices, improve quality of services, and ensure that all children will enter kindergarten with experiences to support their continued learning.

Currently, out of 426 school districts, 319 have 4-Year Old Kindergarten programs (full-day, half-day, 2-3 days per week). Out of the 319, 89 used community approaches in planning for them.

The WECCP listserv provides linkages to the most recent 4K activities across the state and is available at: <http://www.collaboratingpartners.com/4YearK.htm>

This listserv is designed to facilitate interactive, electronic communication among the agencies, associations, and individuals providing services to Wisconsin's young children from birth to age eight and their families. The focus of this listserv is on state, community, and interagency efforts to improve service delivery approaches for young children and their families. The listserv provides a mechanism to share experiences, examples, and resources related to early childhood collaboration, program blending, and system improvement.

The Governor's Early Childhood Advisory Council (ECAC) is chaired by DPI Superintendent Tony Evers and DCF Secretary Eloise Anderson. This group provides high level oversight, guidance and priority setting around collaborative issues between DPI, DCF and other partners that support collaborative four-year-old kindergarten and other early childhood partnership efforts.

If known, identify the estimated amount of pre-k funds the Lead Agency will receive for Matching Funds requirement: **3,900,000**

Describe the Lead Agency efforts to ensure that pre-k programs meet the needs of working parents:

In meeting the unique needs of working parents of children in pre-K programs, the Lead Agency's focus is on:

- Full day, full year care needs, including care for children with special needs;
- Program transitions and/or transportation among programs in the child's day;
- Communication among programs/teachers; and
- Communication between parents and programs/teachers.

☒ State expenditures for Pre-K programs to meet the CCDF Maintenance of Effort (MOE) requirements.

If checked,

☒ The Lead Agency assures that its level of effort in full-day/full-year child care services has not been reduced, pursuant to 98.53(h)(1).

Estimated percentage of MOE Fund requirement that will be met with pre-k expenditures ( not to exceed 20%): 20%

If percentage is more than 10% of the MOE fund requirement, describe how the State will coordinate its pre-k and child care services to expand the availability of child care:

In addition to explanation in earlier text box in 1.2.2 describing coordination efforts, DCF will continue to coordinate efforts specifically directed at expanding the availability of child care, such as providing information to eligible families, promoting the Quality Rating Improvement System and related efforts to ensure eligible families are accessing services.

If known, identify the estimated amount of pre-k funds the Lead Agency will receive for MOE Fund requirement:

Describe the Lead Agency efforts to ensure that pre-k programs meet the needs of working parents:

In meeting the unique needs of working parents of children in pre-K programs, the Lead Agency's focus is on:

- Full day, full year care needs, including care for children with special needs;
- Program transitions and/or transportation among programs in the child's day;
- Communication among programs/teachers; and
- Communication between parents and programs/teachers.

**1.2.3 Describe the activities for which quality funds (including targeted quality funds for infants and toddlers, school-age children, and resource and referral) will be used in FY 2012.** In as much detail possible, list the activities that will be funded, the estimated amount of CCDF quality funds that will be used for each activity, and how these activities relate to the Lead Agency's overall goal of improving the quality of child care for low-income children.

Activity	Estimated Amount of CCDF Quality Funds (indicate if targeted funds will be used)	Purpose	Projected Impact and Anticipated Results
----------	--	---------	--

1. QRIS	<p>1. \$15,828,100 for FY 2011-2012</p> <p>Approximately \$1,800,000 from Quality Expansion and Approximately 628,653 from Infant/Toddler set aside is used for this purpose</p>	1. To support rating child care programs, training and technical assistance to improve child care quality, and provide information on program quality and child care ratings to parents to assist them in making higher quality child care selections.	<p>1. More than 4,200 child care programs engaged in YoungStar</p> <p>Child care quality of programs will improve as a result of technical assistance provided to more than 2,500 child care programs.</p> <p>At least 793 formal rating observations will be conducting using the Early Childhood Environment Rating Scale (ECERS) that results in the rating of those programs.</p> <p>More than 2,500 child care programs will benefit from micro-grants tied to program quality improvement plans.</p> <p>Expanded outreach to parents about the YoungStar program will occur to better inform parents about child care quality and the YoungStar program.</p> <p>More than \$400,000 will be leveraged in private resources to supplement quality improvement grants to child care programs.</p>
2. Child Care Scholarship and Bonus	<p>2. \$6,950,000 for FY 2011-2012</p> <p>This includes: Approximately \$1,012,233 in Quality Expansion Set Aside funds and approximately \$1,000,000 from the Infant/Toddler set aside</p>	2. Provide support to child care teachers to improve their education and bonuses for child care programs who remain in the field	<p>2. Programs will continue to access scholarship and bonus opportunities to improve their education.</p> <p>Programs will have access to professional counseling to improve child care quality.</p>
3. Child Care Resource and Referral	3. \$2,597,200/CCR&R set aside of \$290,353 is used for this purpose	3. CCR&R provides parent referrals for child care, provides training and technical assistnace to child care programs and provides data to the community for planning purposes.	3. In 2009, CCR&Rs provided over 16,000 referrals for over 26,000 children, made approximately 50,000 contacts and consultations with child care programs, and provided over 1,300 trainings to 22,000 participants. We anticipate a similar annual targets for services in 2011-2012.

4. Bureau of Regulation and Licensing	4. \$16,953,967	4. The Bureau is accountable for the statewide licensure of Wisconsin's child care facilities, including family child care, group child care and day camps. The purpose of the program is to promote the health, safety and welfare of children in licensed child care. The Department ensures that licensing requirements are met through on-going inspections of child care facilities.	<p>Data will also continue to be provided to communities for planning purposes.</p> <p>4. The Bureau will continue to monitor child care facilities conduct site visits and investigate complaints for child care facilities</p>
5. Bureau of Quality Child Care	5. \$1,809,994	5. Administer YoungStar and all quality improvement programs for the Division of Early Care and Education, provide staffing for the Governor's Early Childhood Advisory Council	<p>5. YoungStar program will be effectively administered and evaluated to achieve intended results.</p> <p>Quality improvement initiatives and YoungStar will be coordinated with over-riding goals of Governor's Early Childhood Advisory Council including coordination with the Department of Public Instruction for a potential Race to the Top application from Wisconsin.</p>
6. Technical Assistance	6. \$982,000	6. Supports quality child care Tribal initiatives, supports child care Registry that issues professional credentials for the child care workforce and additional training and technical assistance projects.	<p>6. Registry will increase applications by 20% from the child care workforce and support the needs of YoungStar program.</p> <p>Tribal child care programs will continue to benefit from training, resources and support of DCF. All eleven tribes will be engaged through technical assistance and three regional early childhood training sessions and one conference.</p> <p>Additional technical assistance opportunities will be supported such as Wisconsin Model Early Learning Standards Training, Center for the Social and Emotional</p>



Foundations for Early Learning, Strengthening Families and other opportunities as identified.

--	--	--	--

**1.2.4 Will the Lead Agency distribute quality funds to counties or local entities?**

- ☒ No, the Lead Agency will manage all quality funds directly
- ☐ Yes, the Lead Agency will manage some quality funds directly and distribute a portion to local entities. Estimated amount or percentage to be distributed to localities

--

- ☐ Yes, all quality funds will be distributed to local entities
- ☐ Other.

Describe:

--

**1.3 CCDF Program Integrity and Accountability**

Program integrity is defined to include efforts that ensure effective internal controls over the administration of CCDF funds. The Lead Agency is responsible for monitoring programs and services, ensuring compliance with the rules of the program, promulgating rules and regulations to govern the overall administration of the plan and oversee the expenditure of funds by sub-grantees and contractors. (§ 98.11(b)) Accountability measures should address administrative error, which includes unintentional agency error, **as well as address** program violations, both unintentional and intentional, that may or may not result in further action by the Lead Agency, including those cases suspected of

and/or prosecuted for fraud.

**1.3.1. Describe the strategies the Lead Agency will utilize to ensure effective internal controls are in place.** The **description** of internal controls may include, but is not limited to a description of processes to ensure sound fiscal management, to identify areas of risk or to establish regular evaluation of control activities.

Describe:

The State has developed and requires each local agency contractor to submit a fraud plan annually. The State reviews each fraud plan for completeness and compliance, while identifying common practices and determining best practices or corrective actions. Best practices are shared with all local agency contractors for consideration and inclusion in the modification of their fraud plan.

The State also creates and maintains a comprehensive policy and procedures manual for use by local agency contractors. The State distributes operations memorandums to local agency contractors when revisions are made to the manual or administrative codes, or statutes.

The State has also created a robust data warehouse that permits the State and the local agency contractors to perform front end verifications in addition to identifying intentional program violations, unintentional program violations, and agency errors.

Both the State and the local agency contractors are subject to annual single audit guidelines to ensure proper fiscal controls.

#### **Child Care Fraud Plans 2011-2012**

Please summarize your agency's fraud plan in accordance with the outline below.

2011-2012 Child Care fraud plans are due **April 15, 2011**

If your agency is participating in a consortium and subcontracts for fraud investigations and overpayment calculations, please include instructions given to the agency performing the actions and quality assurance measures taken by your agency to ensure compliance.

- Please describe your agency's front end verification system. Include the following points of interest.
- Active positions and responsibilities
- Documentation of process and procedure
- Specific internal processes and resources used to verify:
- Computer systems
- Documentation
- Surveillance
- Community
- Does your agency use an error prone profile? If so, please include a copy.
- Please outline the referral intake process for your agency. Include the following items.
- Whose involved/informational flow
- Describe the tracking system for referrals
- Describe any reports used
- Please outline your investigative process. Include relationships with local officials and the district attorney.
- Please describe how overpayments for both providers and clients are calculated and processed as well as any documentation sent out to providers.
- Describe your current staffing for program integrity. Include full and/or partial positions for monitoring, front end verification, quality assurance, fraud detection, overpayment calculations, and pursuit of fraud. An organizational chart is optional.

- Please describe the budget that has been devoted to program integrity efforts. Include the fraud allocation identified in your contract. Describe any additional county resources your agency devotes to program integrity
- Please identify any needs that you foresee for your agency to properly perform program integrity efforts. Include necessary resources, data, automation, and any other items that would assist in the improvement of program integrity efforts

**1.3.2. Describe the processes the Lead Agency will use to monitor all sub-recipients.**Lead Agencies that use other governmental or non-governmental sub-recipients to administer the program must have written agreements in place outlining roles and responsibilities for meeting CCDF requirements. (98.11 (a) (3))

**Definition:** A sub-recipient (including a sub-contractor and or sub-grantee) is a non-Federal entity that expends Federal awards (contract or grant) received from another entity to carry out a Federal program, but does not include a vendor nor does it include an individual who is a beneficiary of such a program. OMB Circular A-133 Section 210 provides additional information on the characteristics of a **sub-recipient and vendor** ([http://www.whitehouse.gov/omb/circulars/a133\\_compliance\\_supplement\\_2010](http://www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2010)). The description of monitoring may include, but is not limited to, a discussion of written agreements, fiscal management, review of policies and procedures to ensure compliance with CCDF regulations, monitoring/auditing contractors or grantees to ensure that eligible children are served and eligibility documentation is verified, and establishing performance indicators or measures related to improper payments.  
Describe:

Local agency contractors (counties and tribes) are accountable for compliance with CCDF regulations and ensuring all of their sub-contracted work complies with all federal and state administrative codes, policies and procedures. This requirement is stated and agreed to by the local agency contractor in their fraud plan. The State communicates with the local agency contractor who is responsible for communicating with their sub-contractor(s) relating to thediscussion of written agreements, fiscal management, review of policies and procedures to ensure compliance with CCDF regulations; monitoring/auditing contractors or grantees to ensure that eligible children are served and eligibility documentation is verified; and establishing performance indicators or measures. In addition to the Federal Improper Payment reviews, the state conducts a semi-annual Quality Assurance Review of randomly selected cases to ensure that the local agency is correctly and appropriately administering the program.

**1.3.3. Describe the activities the Lead Agency will have in place to identify program violations and administrative error to ensure program integrity using the chart below.** Program violations may include intentional and unintentional client and/or provider violations as defined by the Lead Agency. Administrative error refers to **areas identified through the Error Rate Review** process (98.100). Check which activities, if any, the Lead Agency has chosen to conduct.

Type of Activity	Identify Program Violations	Identify Administrative Error
------------------	-----------------------------	-------------------------------

Share/match data from other programs (e.g. TANF, Child and Adult Care Food Program (CACFP), Food and Nutrition Service (FNS), Medicaid))	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Share/match data from other databases (e.g., State Directory of New Hires, Social Security Administration, Public Assistance Reporting Information System (PARIS))	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Run system reports that flag errors (include types)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Review of attendance or billing records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Audit provider records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct quality control or quality assurance reviews	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct on-site visits to providers or sub-recipients to review attendance or enrollment documents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct supervisory staff reviews	<input type="checkbox"/>	<input type="checkbox"/>
Conduct data mining to identify trends	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Train staff on policy and/or audits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<div data-bbox="121 29 576 84">Other. Describe</div> <div data-bbox="121 84 576 430"> <p>A comprehensive system of red flags has been created that assists in the identification of fraud precursors or patterns/trends commonly associated with fraud. In addition, a data warehouse is available to the State and contractors containing data from the State's public assistance programs.</p> </div> <div data-bbox="121 430 576 766"> <p>Contractors and the State are actively performing attendance record reviews as well as detailed investigations into the accuracy of attendance records and subsequent billing to the contractor and State. Recoupment of overpayment is performed for all calculated overpayments.</p> </div> <div data-bbox="121 766 576 976"> <p>Contractors and the State are actively auditing provider records for compliance with licensing and certification regulations in addition to compliance with CCDF regulations.</p> </div> <div data-bbox="121 976 576 1249"> <p>The State is actively providing technical assistance and review of audits performed by contractors. The State is also in the process of developing a quality assurance program that will be implemented in the coming months.</p> </div> <div data-bbox="121 1249 576 1533"> <p>Training is provided to local agency contractors, sub-contractors and State staff through written policies and procedures, newsletters, as well as through formal web-based or in-person training sessions.</p> </div>	<div data-bbox="779 756 828 808"><input checked="" type="checkbox"/></div>	<div data-bbox="1234 756 1282 808"><input checked="" type="checkbox"/></div>
None	<div data-bbox="779 1543 828 1596"><input type="checkbox"/></div>	<div data-bbox="1234 1543 1282 1596"><input type="checkbox"/></div>

**For any option the Lead Agency checked in the chart above other than none, please describe:**

**If the Lead Agency checked none, please describe what measures the Lead Agency has or plans to put in place to address program integrity:**

**1.3.4. What strategies will the Lead Agency use to investigate and collect improper payments due to program violations or administrative error?** Check and describe in the chart below which strategies, if any, the Lead Agency will use for each of the following areas: Unintentional program violations (UPV), intentional program violations (IPV) and/or fraud, and administrative error as defined in your State/Territory. **The Lead Agency has the flexibility to recover misspent funds as a result of errors. The Lead Agency is required to recover misspent funds as a result of fraud (98.60(i)).**

Strategy	UPV	IPV and/or Fraud	Administrative Error
Require recovery after a minimum dollar amount in improper payment. Identify the minimum dollar amount: \$ 0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Coordinate with and refer to other State/Territory agency (e.g. State/Territory collection agency, law enforcement). Describe: See below.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Recover through repayment plans	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reduce payments in the subsequent months	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Recover through State/Territory tax intercepts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Recover through other means. Describe: Anti-fraud Child Care Task Forces involving local law enforcement, DCF, the Department of Justice and other key leaders are operational in Milwaukee, Racine and Kenosha Counties.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Establish a unit to investigate and collect improper payments. Describe composition of unit:

The Fraud Detection Unit is a six person unit that develop policies and identifying and addressing fraud cases.





<p><b>Other. Describe:</b></p> <p>The State requires all calculated overpayments regardless of UPV, IPV, or AE to be recouped. Anti-fraud Child Care Task Forces involving local law enforcement, DCF, the Department of Justice and other key leaders are operational in Milwaukee, Racine and Kenosha Counties.</p> <p>Additionally, DCF shares data with the Department of Public Instruction, Unemployment Insurance, Worker's Compensation, the IRS, and the Department of Justice to identify fraud cases .</p> <p>In cases where a provider or client has left the state, repayment plans or the collections process are coordinated with the new state where the provider or client is residing.</p> <p>The State's Public Assistance Collections Unit may create warrants, liens, and levies in addition to tax intercepts</p> <p>The State's Fraud Detection and Investigation Unit within the Division of Early Care and Education at DCF serves as the statewide policy coordinator while providing technical assistance and guidance to contractors on performing improper payment investigations. The State's Public Assistance Collections Unit manages the collection process and the establishment and creation of various collection methods</p>			
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For any option the Lead Agency checked in the chart above other than none, please describe:**

The State requires all calculated overpayments regardless of UPV, IPV, or AE to be recouped.

In cases where a provider or client has left the state, repayment plans or the collections process are coordinated with the new state where the provider or client is residing.

The State's Public Assistance Collections Unit may create warrants, liens, and levies in addition to tax intercepts

The State's Fraud Detection and Investigation Unit serves as the statewide policy coordinator while providing technical assistance and guidance to contractors on performing improper payment investigations. The State's Public Assistance Collections Unit manages the collection process and the establishment and creation of various collection methods

**1.3.5. What type of sanction, if any, will the Lead Agency place on clients and providers to help reduce improper payments due to program violations?**

☐ None

☒ Disqualify client.

If checked, please describe, including a description of the appeal process for clients who are disqualified

The State and local agency contractors have the authority to disqualify a client permanently from the child care subsidy program, once the client has been committed three intentional program violations. There is a 30 day period in which the agency's decision may be appealed. Appeals are heard by the Division of Hearings and Appeals and the decisions may be appealed to Circuit Court.

☐ Disqualify provider.

If checked, please describe, including a description of the appeal process for providers who are disqualified

☒ Prosecute criminally

☒ Other.

Describe.

Although a provider may not be specifically disqualified, the State has a number of program integrity enforcement tools for providers who have program violations: 1. Refuse to issue payments to a provider when the provider has submitted questionable, false, misleading, or irregular information when billing the State for reimbursement. 2. Refuse to issue new child care authorizations (vouchers) for up to six months when a provider is in non-compliance with program rules. 3. Revoke existing child care

authorizations when a provider is in non-compliance with program rules or has had their license to operate revoked, suspended, or denied. 4. Impose a forfeiture against the provider for specific program violations. 5. Suspend payments to a provider indefinitely when there is a reasonable suspicion of program violation. There is a 30 day period in which the agency's decision may be appealed. Appeals are heard by the Division of Hearings and Appeals and the decisions may be appealed to Circuit Court.

**1.3.6 Based on responses provided from Question 14 in the most recent ACF-402 report, please describe those actions the Lead Agency has taken or plans to take to reduce identified errors in the table below.** Territories not required to complete the Error Rate Review should mark

Activities identified in ACF-402	Cause/Type of Error (if known)	Actions Taken or Planned	Completion Date (Actual or planned) (if known)
----------------------------------	--------------------------------	--------------------------	--

1. Child Care Policy Manual developed that includes all policy changes since 2002.	1. NA	1. Manual published	1. Completed 11/2008
2. An Internet link to the new manual published on the BECE webpage was distributed statewide.	2. NA	2. Link published and distributed	2. <a href="http://dcf.wisconsin.gov/childcare/wishares/manual.htm">http://dcf.wisconsin.gov/childcare/wishares/manual.htm</a>
3. DHS will begin to manage child care assistance, eligibility and authorization in Milwaukee County. DCF will train 270 economic support workers that will be supervised by DHS.	3. NA	3. Transfer of services and training	3. Program established with DCF on January 1, 2010
4. A new law created a Child Care Program Integrity Unit and the resources to develop an automated attendance system. This additional staffing will be devoted to identifying and mitigating Wisconsin Shares fraud and overpayments.	4. NA	4. Fraud Detection Unit Created with main purpose to lead program integrity efforts, provide technical assistance	4. Unit up and running in Summer, 2009.
5. DCF will develop procedures to better review and enforce childcare provider compliance with child laws and policies.	5. NA	5. Updated Shares policies and procedures that detail program integrity policies and procedures and training will be provided.	5. Summer, 2011
6. Due to an audit by the Legislature Audit Bureau, we are required to report to the Joint Legislative Audit Committee by December 1, 2009 on our progress in improving provider and participant compliance with program requirements.	6. NA	6. Report provided to audit committee on improved provider and participant compliance.	6. Report provided to DHHS Region V in 2010
7. DCF will work with the Legislature to consider statutory change to prohibit subsidized childcare for the children of licensed or certified child care providers in the Wisconsin Shares program. DCF will continue to work with the Legislature on these statutory changes while balancing the legitimate need for care of children of child care professionals.	7. NA	7. This provision was included in 2011-2013 budget.	7. Anticipated date - fall, 2009

8. DCF also plans to research all the cases of improper payment in this report for referral to local officials for follow-up.	8. NA	8. Cases researched and referred for follow up and possible repayment if needed.	8. December, 2010
9. Researched Program integrity workshops for providers with CCR&R, licensing and others.	9. NA	9. Provider guides and resources developed.	<p>9. Developed provider guide 9/2009 (attached) in English and Spanish 1/2011.  <a href="http://dcf.wisconsin.gov/publications/pdf/2576.pdf">http://dcf.wisconsin.gov/publications/pdf/2576.pdf</a></p> <p>Provider Newsletters:  <a href="http://dcf.wisconsin.gov/childcare/wishares/newsletter/default.htm">http://dcf.wisconsin.gov/childcare/wishares/newsletter/default.htm</a></p>

--	--	--	--

**1.4 Consultation in the Development of the CCDF Plan**

Lead Agencies are required to *consult* with appropriate agencies in the development of its CCDF Plan (§98.12, §98.14(a),(b), §98.16(d)).

**Definition:** *Consultation* involves the meeting with or otherwise obtaining input from an appropriate agency in the development of the State or Territory CCDF Plan. At a minimum, Lead Agencies must consult with representatives of general purpose local governments. (§§98.12(b), 98.14(a)(1))

**1.4.1 Identify and describe in the table below who the Lead Agency consulted with in the development of the CCDF Plan (658D(b)(2), §§98.12(b), 98.14(b)).**

<b>Agency/Entity</b>	<b>Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan</b>
----------------------	---



**Representatives of general purpose local government (required)**

This may include, but is not limited to: representatives from counties and municipalities, local human service agencies, local education representatives (e.g., school districts), or local public health agencies.

Draft plan distributed to a wide variety of listservs representing multiple groups, including the Wisconsin Early Childhood Collaborating Partners(WECCP) - <http://www.collaboratingpartners.com/>, a collaboration of state and local, public and private, groups and individuals who have worked over the last 16 years on a vision of a blended system for high quality, comprehensive early childhood care and education. This effort is led by the Department of Public Instruction in close coordination with the Department of Children and Families. It is estimated that more than 2,000 early care providers and stakeholders had an opportunity to comment.

The Wisconsin Early Childhood Advisory Council - <http://www.dcf.wisconsin.gov/ecac/ecac/default.htm> is a high level cross-sector, public-private advisory body advising the Governor that builds on the long-standing work of Collaborating Partners and now serves as the umbrella effort to coordinate early care services in Wisconsin. How the councils work together is illustrated in the following document on the council's website - <http://www.dcf.wisconsin.gov/ecac/meetings.htm>. Membership of the Council is online at: [http://dcf.wisconsin.gov/ecac/pdf/membership\\_list.pdf](http://dcf.wisconsin.gov/ecac/pdf/membership_list.pdf)

Additionally, the CCDF plan was shared with regional child care licensors and county officials through listservs and regular meetings of these entities.

**For the remaining agencies, check and describe (optional) any which the Lead Agency has chosen to consult with in the development of its CCDF Plan.**



State/Territory agency responsible for public education

This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.

Steps described above incorporate generating feedback from DPI through the Governor's Council and the Wisconsin Early Childhood Collaborating Partners framework.

<input checked="" type="checkbox"/> State/Territory agency responsible for programs for children with special needs  This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs	These programs are operated by DPI (early childhood special education) and the Department of Health Services (Birth to 3 Early Intervention). Feedback was gathered from these organizations through the processes described above.  Children and Youth with Special Health Care Needs (CYSHCN) at DHS within the Maternal and Child Health Program and the CYSHCN Regional Centers are also represented on the Collaborating Partners group.
<input checked="" type="checkbox"/> State/Territory agency responsible for licensing (if separate from the Lead Agency)	Child Care Licensing is part of DCF and the Bureau of Early Care Regulation contributed to this report.
<input checked="" type="checkbox"/> State/Territory agency with the Head Start Collaboration grant	Part of DCF. Collaboration Project Director reviewed and commented and Head Start Collaboration Advisory Council was provided a draft plan for comment.
<input checked="" type="checkbox"/> Statewide Advisory Council authorized by the Head Start Act	See above in the first part of this chart.
<input checked="" type="checkbox"/> Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services	The ECAC is an umbrella group representing all of these constituencies. Collaborating Partners involves these individuals and organizations at the local level. They have been consulted through processes described earlier. The plan was distributed to the Wisconsin Afterschool Network for review and comment.  Tribal leaders were consulted through ongoing efforts to coordinate early care and education with the Wisconsin Inter-Tribal Early Childhood Council.  Project LAUNCH is a collaborative initiative based in Milwaukee and coordinated collaboratively by DCF, DHS and the City of Milwaukee Health Department. The program will expand the use of evidence-based home visiting programs and evidence-based developmental screenings in child serving settings. Key staff working with this program were consulted in the development of the plan.
<input checked="" type="checkbox"/> State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)	A copy of the CCDF plan was provided to CACFP leadership for review and comment.



<input checked="" type="checkbox"/> State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant	The Home Visiting Programs in Wisconsin are part of DCF and the Department of Health Services. Leaders from these Departments are involved in subcommittees of Collaborating Partners and the Governor's Council that are developing a shared state plan for home visitation and guidelines for federal funding for home visiting programs that the state anticipates applying for. Members of the Home Visiting Leadership team were consulted in the development of this plan.
<input checked="" type="checkbox"/> State/Territory agency responsible for public health (including the agency responsible for immunizations and programs that promote children's emotional and mental health)	Representatives of these programs are included in the Collaborating Partners efforts as well as those of the ECAC described earlier. Department of Public Health Programs, Wisconsin Immunization Program and Department of Mental Health Services Administration and Maternal Child Health Program provide support to implement social, emotional wellness in early childhood programs in collaboration with the Wisconsin Alliance for Infant Mental Health.
<input checked="" type="checkbox"/> State/Territory agency responsible for child welfare	DCF is responsible for child welfare. Leaders from its Division of Safety and Permanence were provided a copy of the plan and asked for comments and suggestions.
<input checked="" type="checkbox"/> State/Territory liaison for military child care programs or other military child care representatives	DCF contracts with the Supporting Families Together Association (SFTA) to provide resource and referral services to military families in Wisconsin. SFTA has been provided an opportunity to comment on the plan.
<input checked="" type="checkbox"/> State/Territory agency responsible for employment services/workforce development	Representatives of the Department of Workforce Development reviewed and submitted comments on the CCDF plan.
<input checked="" type="checkbox"/> State/Territory agency responsible for Temporary Assistance for Needy Families (TANF)	Lead staff for other TANF programs in DCF were asked to review and comment on the plan and those comments were incorporated.
<div data-bbox="120 1495 461 1835"> <input checked="" type="checkbox"/> </div> <div data-bbox="467 1495 808 1835"> <input type="checkbox"/>  Indian Tribes/Tribal Organizations   <input type="checkbox"/>  N/A: No such entities exist within the boundaries of the State </div>	The Wisconsin Inter-tribal Child Care Association Council is a group that meets regularly and has been provided a copy of the CCDF plan for comment.

<input checked="" type="checkbox"/> <p>Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21</p>	<p>Strengthening Families is a collaborative effort supported by the Department of Children and Families and the Childrens Trust Fund. Contract agencies to DCF provide training and support around this effort. Those agencies are given the opportunity to comment on this plan.</p> <p>DCF is one of the lead agencies in the Center for the Social and Emotional Foundations for Early Learning project, working on a cross-departmental leadership team under the umbrella of Collaborating Partners to provide training on the CSEFEL Pyramid Model.</p> <p>Key staff in this initiative are connected to Collaborating Partners and the Governors Council and have been provided an opportunity to comment on the plan.</p> <p>Efforts to connect with school age providers are led by DCF and DPI. DCF and DPI are actively engaged with an alliance of school aged child care providers that includes Mott Funded Wisconsin Afterschool Network that has developed a leadership team that is focused among other things- on working intently with DCF to develop a school aged child care model for quality rating and improvement system (QRIS).</p>
<input checked="" type="checkbox"/> <p>Provider groups, associations or labor organizations</p>	<p>DCF has reached out to several provider groups including the Wisconsin Child Care Administrators Association, the Wisconsin Early Learning Coalition, and the Wisconsin Head Start Association. DCF regularly briefs these organizations and coalitions and has shared a draft of the plan via listserv and other in-person meetings with the chairs and lead staff for these organizations to receive input.</p> <p>Child Care Providers Together is Wisconsin's AFSCME affiliate for child care unions. They meet monthly with DCF leadership and are also represented on the DCF Early Care and Education Advisory Committee. They were provided a draft of the plan and were asked for their comments. In Wisconsin's 2011 Budget Repair Bill, this union was stripped of labor bargaining rights so future coordination around these issues is uncertain.</p>
<input checked="" type="checkbox"/> <p>Parent groups or organizations</p>	<p>Several parent organizations are on the listserv for Collaborating Partners such as Parents Plus, University of Wisconsin-Extension family living agents, Supporting Families Together Association, the Childrens Trust Fund. This listserv was used to generate feedback from parent groups and organizations.</p>

<input checked="" type="checkbox"/>	Local community organizations (child care resource and referral, Red Cross)	These organizations are involved and had opportunity to provide feedback via Wisconsin Early Childhood Collaborating Partners and the Governors Early Care and Education Council.
<input type="checkbox"/>	Other	

**1.4.2. Describe the Statewide/Territory-wide public hearing process held to provide the public an opportunity to comment on the provision of child care services under this Plan.** (658D(b)(1)(C), §§98.14(C)). At a minimum, the description should include:

a) Date(s) of notice of public hearing: [04/15/2011](#)

**Reminder** - Must be at least 20 days prior to the date of the public hearing.

b) How was the public notified about the public hearing? [Administrative Register, multiple listservs and stakeholder lists](#) c) Date(s) of public hearing(s): [05/16/2011](#)

**Reminder** - Must be no earlier than 9 months before effective date of Plan (October 1, 2011).

d) Hearing site(s) [Madison, WI](#)

e) How was the content of the Plan made available to the public in advance of the public hearing(s)? [on the DCF website](#)

f) How will the information provided by the public be taken into consideration in the provision of child care services under this Plan? [Considered in final plan.](#)

**1.4.3. Describe any strategies used by the Lead Agency to increase public consultation on the Plan or access to the public hearing.** For example, translating the public hearing notice into multiple languages, using a variety of sites or technology (e.g., video) for the public hearing, holding the hearing at times to accommodate parent and provider work schedules.

**1.4.3. Describe:**

[DCF has found that the use of multiple listservs and existing meetings to be a more beneficial means of widely disseminating the plan to multiple audiences for feedback. Additionally, asking each audience guiding questions helps them identify specific areas to draw in their expertise.](#)

## **1.5. Coordination Activities to Support the Implementation of CCDF Services**

Lead Agencies are required to *coordinate* with other Federal, State, local, Tribal (if applicable) and private agencies providing child care and early childhood development services

**Definition** - *Coordination* involves child care and early childhood and school-age development services efforts to work across multiple entities, both public and private

(such as in connection with a State Early Childhood Comprehensive System (SECCS) grant or the State Advisory Council funded under the Head Start Act of 2007). (658D(b)(1)(D), §§98.12(a), 98.14(a)(1))

**1.5.1. Identify and describe in the table below with whom the Lead Agency coordinates in the delivery of child care and early childhood and school-age services (§98.14(a)(1)).**

<b>Agency/Entity (check all that apply)</b>	<b>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</b>	<b>Describe the goals or results you are expecting from the coordination</b>
		Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.

<input checked="" type="checkbox"/>	<p><b>Representatives of general purpose local government (required)</b></p> <p>This may include, but is not limited to: representatives from counties and municipalities, local human service agencies, local education representatives (e.g., school districts), or local public health agencies.</p>	<p>DCF coordinates with local units of government in a variety of ways, certification roundtables, licensing forums, Collaborating Partners multiple listservs. The plan was shared with Wisconsin Counties Human Service Association. Efforts to coordinate all services are underway with the Early Childhood Advisory Council.</p> <p>DCF routinely communicates with counties through the Child Care Subsidy and Certification Advisory Committee and subcommittees that bring together leaders administering local TANF and CCDF services in counties.</p> <p>Additional efforts of Collaborating Partners include: disseminating the plan to a wide range of early care and education stakeholders.</p>	<p>Shared understanding of early care and education programs, funding, goals and objectives, opportunities and challenges, emerging progress of Wisconsin's YoungStar Quality Rating and Improvement System</p> <p>2010 system assessment for Wisconsin-  <a href="http://dcf.wisconsin.gov/ecac/pdf/assessment_report.pdf">http://dcf.wisconsin.gov/ecac/pdf/assessment_report.pdf</a> was conducted on behalf of the Governor's Early Childhood Advisory Council (ECAC) to provide a greater understanding of the early care system. The assessment was useful in identifying what we know in terms of data and service delivery for the core areas of early childhood development, early care and education, parent education, health (mental and physical) and family support.</p> <p>Governor's Council aims to build high level consensus around a comprehensive early childhood system and is focused on:          Better understanding about the quality and availability of early childhood system programs;          Identifying areas for collaboration and coordination;          Developing recommendations for increased participation in early childhood programs including outreach to underrepresented and special needs populations; and          Developing recommendations regarding professional development and career advancement.</p> <p>The Council's first year report can be found at:  <a href="http://dcf.wisconsin.gov/ecac/pdf/report.pdf">http://dcf.wisconsin.gov/ecac/pdf/report.pdf</a></p> <p>The overall structure of the ECAC has subcommittees and is connected to the Wisconsin Early Childhood Collaborating Partners described in Section 1.4.1. The Council has established linkages with several collaborative advisory councils to assure coordination in the planning of cross-system policies and in the delivery of early care and education system services. The committee structure for the Council is included as attachment 1.5.1.a.</p> <p>The Child Care Subsidy and Certification Advisory Committee provides an opportunity for county human service departments and tribes to provide input on the child care subsidy and certification program policies and procedures.</p> <p>DCF staff meet monthly with the Wisconsin County Human Services Association (WCHSA) and the Economic</p>
-------------------------------------	---	---	---

		<p>Support Policy Advisory Committee.</p> <p>This is another way that services are coordinated with counties around CCDF funded services.</p>
<input checked="" type="checkbox"/> <p>State/Territory agency responsible for public education <b>(required)</b> This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.</p>	<p>DPI is the lead agency for these programs. Coordination efforts were described earlier through Collaborating Partners and through the ECAC</p>	<p>Continue to support collaborative approaches to high quality 4-year-old kindergarten.</p> <p>Continue efforts to coordinate data alignment through Longitudinal Data System work at DPI that is also connected to the work of the Governors' Early Care Advisory Council.</p> <p>Council identified priorities include:</p> <p>Supporting four-year-old kindergarten.</p> <p>Building on and coordinating existing professional development structures to create a system to train teachers, caregivers, and other providers to facilitate children's competencies in all areas of development (including but not limited to colleges and universities, YoungStar, DPI licensing, T.E.A.C.H. Early Childhood).</p>
<input checked="" type="checkbox"/> <p>Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services <b>(required)</b></p>	<p>DPI provides early childhood special education services, the Department of Health Services is responsible for administering the Birth to 3 program. Representatives of these agencies are involved in Collaborating Partners and were provided the opportunity to comment.</p>	

<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for public health <b>(required)</b></p> <p>This may include, but is not limited to, the agency responsible for immunizations and programs that promote children's emotional and mental health</p>	<p>DHS is represented on the Governor's Council.</p>	<p>Opportunities for action identified in the Governor's Council report include:</p> <p>Expand access to mental health specialists for children and their families with significant mental health challenges.</p> <p>Increase the understanding of parents, caregivers and professionals to support the social and emotional well-being of young children.</p> <p>DHS program managers that oversee these programs were provided a draft of the plan and given an opportunity to comment.</p> <p>The plan was made available to the Wisconsin Early Childhood Obesity Prevention Initiative – WECOPI – which is a partnership led by DPI with DHS, DCF, SFTA, Wisconsin Early Childhood Association (WECA), Wisconsin Council on Children and Families (WCCF), UW Extension, UW Family Medicine, Head Start, Wisconsin Family Child Care Association (WFCCA), Wisconsin Child Care Administrators Association (WCCAA), YMCAs and the American Academy of Pediatrics (AAP). Their mission is to develop and implement a collaborative statewide multi-strategy, evidence-based initiative to enhance nutrition and physical activity among birth - five year olds and their families by engaging providers, families, community partners, and other stakeholders. They recognize that sound nutrition and physical activity are related to social and emotional health. They promote these through the strategies of developing capacity, the ability of young children to form close and secure adult and peer relationships, giving children the experience and opportunities to regulate and express emotions in socially and culturally appropriate ways, and providing supports in the context of family, community and culture. Project Launch collaborates with the Wisconsin Alliance for Infant Mental Health, DHS, DCF and community partners to share information about children's emotional and mental health. The project is piloting the use of mental health consultation with select child care providers in the City of Milwaukee.</p>
-------------------------------------	---	--	--



<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for employment services / workforce development <b>(required)</b></p>	<p>DWD was provided a copy of the plan for review and feedback around coordination in service delivery.</p>	<p>Ensure that job seekers have timely access to information about child care subsidies.</p> <p>Work with DWD to ensure information about YoungStar, program quality rating, and the importance of selecting quality child care is shared.</p> <p>There are three data exchanges with DWD. The first is with Unemployment Insurance to determine if any individual in CARES is receiving Unemployment Benefits. The second data exchange is with New Hire and indicates if an individual is newly employed. The third data exchange is the Quarterly Wage Match which indicates the amount of income the employer has paid to an individual in CARES.</p> <p>Also, as a required Workforce Investment Act partner, W-2 agency representatives from DCF have one seat on each of the 11 Workforce Development Boards. This allows them to be directly involved in WDB program planning, as well as access to the array of workforce partners for outreach and collaboration efforts. Second, all of the required partners sign a Memorandum of Understanding that details each agency's role along with referral mechanisms among the area's service providers. To expand braided funding, each WDB has a policy on WIA supportive services that includes child care assistance for WIA-eligible participants.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for providing Temporary Assistance for Needy Families (TANF) <b>(required)</b></p>	<p>DCF is also responsible for the TANF program. Program leaders in TANF at DCF were provided a copy of the plan for review and feedback around coordination in service delivery.</p>	<p>Continued coordination between CCDF use for subsidy and quality efforts that support the goals of Wisconsin's W-2 program and access to all public benefits.</p>



<input checked="" type="checkbox"/>	<p>Indian Tribes/Tribal Organizations (required)</p> <p><input type="checkbox"/></p> <p>N/A: No such entities exist within the boundaries of the State</p>	<p>Tribal representatives serve on the Governor's Council on Early Care and Education. Additionally, the Wisconsin Inter-Tribal Early Childhood Council was also provided a copy of the CCDF Plan for comment.</p>	<p>Wisconsin works with the Wisconsin Inter-tribal Child Care Council comprised of tribal child care leaders to discuss updates, information and policy changes related to child care subsidy and quality issues. Overall goals of this coordination include:</p> <p>Ensure that Tribal programs have a voice in the state's plan.</p> <p>Ensure that tribal child care goals are incorporated in the plan.</p> <p>Provide information on access to the child care subsidy and improve access to quality child care. Over the next two years, a particular emphasis will be placed on encouraging tribal child care programs to participate in the benefits of YoungStar including: training, technical assistance and micro-grants as well as accessing other CCDF supported services such as CCR&amp;R, and educational scholarship and bonus opportunities through the T.E.A.C.H. Early Childhood® WISCONSIN Scholarship Program and the R.E.W.A.R.D.™ WISCONSIN Stipend Program.</p> <p>DCF is pursuing partnerships with DPI around tribal child care and access to inclusive services as well as providing additional training and technical assistance on the Strengthening Families model initiative through Head Start. DCF will also work to incorporate tribal child care data into initial efforts of Wisconsin to develop a longitudinal data system for early care and education. This LDS will be incorporated into ongoing efforts of DPI to develop an LDS for the K-12 and post-secondary education systems.</p>
<p><b>For the remaining agencies, check and describe (optional) any with which the Lead Agency has chosen to coordinate early childhood and school-age service delivery</b></p>			
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for licensing (if separate from the Lead Agency)</p>	<p>DCF is responsible for licensing.</p>	<p>Ensure that licensing goals are consistent with quality goals and services are coordinated for child care programs and that licensing services are coordinated with YoungStar, the State's Quality Rating and Improvement System.</p>

<input checked="" type="checkbox"/>	<p>State/Territory agency with the Head Start Collaboration grant</p>	<p>DCF is the current agency that houses the Head Start Collaboration Grant.</p>	<p>Head Start collaboration goals are reflected in the CCDF plan and tied to the overall goals articulated in the ECAC.</p> <p>Ensure that Head Start Collaboration Project goals and efforts are reflected in the plan.</p> <p>Further, the Collaboration Project's annual survey – located at: <a href="http://www.whsaonline.org/wp-content/uploads/2011/02/WHSSCO-NA-Report-Approved.pdf">http://www.whsaonline.org/wp-content/uploads/2011/02/WHSSCO-NA-Report-Approved.pdf</a> - helps to identify Head Start needs with respect to coordination, collaboration, and alignment of services, and to inform the activities of the Collaboration Office's annually-revised strategic plan. These findings are incorporated in the work of Collaborating Partners and the ECAC.</p>
<input checked="" type="checkbox"/>	<p>Statewide Advisory Council authorized by the Head Start Act</p>	<p>Early Childhood Advisory Council has been given a chance to review the plan.</p>	<p>The ECAC has developed priority areas for action that have been detailed as relevant to other partner areas and included in the 2010 Report to the Governor, <a href="http://www.dcf.wisconsin.gov/ecac/initiatives.htm">http://www.dcf.wisconsin.gov/ecac/initiatives.htm</a></p> <p>Additionally, it is anticipated that if Wisconsin submits a Race to the Top Application, the ECAC will be consulted in the development of the application and goals will be coordinated with the goals initially expressed in the 2010 report including professional development, screening and assessment, developing a longitudinal data system and connecting to building quality early care and education including the YoungStar, Quality Rating Improvement System.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)</p>	<p>DPI Food Program is connected through the Collaborating Partners as well as being connected to Wisconsin's Quality Rating Improvement System.</p>	<p>DCF has been a partner with DPI on initiatives focused on improving health and nutrition in child care settings such as the Wisconsin Early Childhood Obesity Prevention Initiative.</p> <p>Information is shared between DPI and DCF through the automated link for the YoungStar program tracking which programs are using CACFP and awarding points to those programs.</p> <p>Assistance around nutritious meal planning and diet will be provided through YoungStar technical consultation.</p>

<input checked="" type="checkbox"/> <p>State/Territory agency responsible for programs for children with special needs</p> <p>This may include, but is not limited to:</p> <p>State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs</p>	<p>The Governor's Council and Wisconsin Early Childhood Collaborating Partners and DPI are sources for disseminating information to these programs.</p>	<p>Will track goals around including children with special needs as outlined in the Governor's ECAC plan described above.</p>
<input checked="" type="checkbox"/> <p>State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant</p>	<p>DCF, in collaboration with DHS, DPI, and the Children's Trust Fund, provides oversight to home visiting programs. Program leaders and stakeholder groups are represented on Collaborating Partners and ECAC.</p>	<p>Coordination around common goals and outcomes for all home visiting programs.</p> <p>Incorporating home visiting programs as a part of Wisconsin's comprehensive, coordinated system of early care and education as advocated by the Governor's ECAC.</p> <p>The specific goal expressed in the Governor's report is:</p> <p>Collaborate to support the ECAC charge for development of a seamless system of early care and education and family support, with home visiting as the foundation, with the premise that no one entity can best address the challenges posed to at risk families.</p>

<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for child welfare</p>	<p>DCF runs Wisconsin's child welfare programs. Staff and leaders from DCF and other agencies (such as the Children's Trust Fund) are included on these advisory boards.</p>	<p>Moving forward, the Administrator of DCF's Division of Safety and Permanence will serve on the Governor's Early Childhood Advisory Council. This presence will ensure that the continuum of services from prevention through intervention and foster care will be incorporated in Council goals for the early childhood system.</p> <p>The Division of Early Care and Education developed a foster parent guide to the subsidy program - <a href="http://dcf.wisconsin.gov/childcare/wishes/pdf/fosterparentguide.pdf">http://dcf.wisconsin.gov/childcare/wishes/pdf/fosterparentguide.pdf</a> that was initially published in 2009 and was updated again in December 2010. The purpose of the guide is to encourage foster parents to utilize the subsidy program if they are eligible and help them navigate the process of applying for Wisconsin Shares. As needed, DCF staff offer individualized assistance to foster parents to assist them in navigating the child care eligibility process.</p> <p>The Strengthening Families approach described earlier is another effort to connect child care providers and stakeholders with child welfare services at the county level. Training is provided in early care settings to help child care programs identify early signs of abuse and neglect and connect with child welfare at appropriate times to assist families. Providers who have been trained in the Strengthening Families approach receive points in Wisconsin's Quality Rating and Improvement System, YoungStar.</p>
<input checked="" type="checkbox"/>	<p>State/Territory liaison for military child care programs or other military child care representatives</p>	<p>The Supporting Families Together Association is Wisconsin's umbrella for child care resource and referral agencies.</p>	<p>Ensure that SFTA's efforts to reach out to military families around their child care needs are connected to early childhood system goals, resources and supports such as YoungStar and access to Wisconsin Shares as determined by eligibility. SFTA is the principle contract organization that provides referrals to all parents in Wisconsin. SFTA representatives participate in Operation Military Kids. They are planning how both the CCR&amp;R and Family Resource Center (FRC) systems could support a training model and technical assistance around the deployment cycle and are considering how to utilize free materials developed by Zero to Three that would support their efforts.</p>

<input checked="" type="checkbox"/>	<p>Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21</p>	<p>DCF has a lead role in working to provide Strengthening Families training and is involved in many of these collaborative activities.</p> <p><i>DCF works with the Department of Public Instruction and the Wisconsin Afterschool Network and other key stakeholder groups to ensure access to school aged child care and to build quality.</i></p>	<p>Build a greater connection between Strengthening Families and child care quality through the YoungStar QRIS</p> <p>YoungStar recognizes child care programs that use the Strengthening Families curriculum by awarding points to show that training has been received by staff.</p> <p>Efforts will continue to promote training on Strengthening Families and reinforce partnerships with child welfare and preventive efforts that build the capacity of child care providers to help identify early warning signs of abuse and neglect and respond with appropriate skills to help children and families. As noted above, this is tied to Wisconsin's QRIS.</p> <p>Work with school-age care providers to develop a school-age model for the QRIS. Continue to coordinate around broader issues of access to and improved quality of school-age child care programs. Parameters are being developed for the school-age QRIS model and it is expected that school-age child care programs will participate beginning July 1, 2012.</p>
<input checked="" type="checkbox"/>	<p>Local community organizations (child care resource and referral, Red Cross)</p>	<p>DCF is the contract agency for CCR&amp;R.</p>	<p>As contract agencies for DCF, to provide resource and referral services and to implement the quality rating and improvement system, CCR&amp;R goals of building quality child care and supporting families are critical components of the Wisconsin CCDF Plan.</p>
<input checked="" type="checkbox"/>	<p>Provider groups, associations or labor organizations</p>	<p>Child Care Providers Together, Wisconsin Early Childhood Association, Supporting Families Together Association, Wisconsin Family Child Care Association, Wisconsin Child Care Administrators Association are key groups that DCF works with routinely around information dissemination. They were all given a chance to read and respond to the CCDF plan.</p>	<p>DCF will continue to meet with Child Care Providers Together on a monthly basis to ensure that their perspectives are represented in state planning for early care and education.</p> <p>Stakeholder group voices are represented on Governor's Early Care Advisory Council. Through this mechanism they had an opportunity to comment on the plan.</p>
<input checked="" type="checkbox"/>	<p>Parent groups or organizations</p>	<p>DPI through Collaborating Partners.</p>	<p>Ensure that parent organization's views are represented in state planning to build a high quality early education system.</p> <p>The ECAC has a Head Start parent representative and goals around parent education and access to services for early childhood are part of the 2010 goals included in the Council's first annual report cited earlier.</p>

<input checked="" type="checkbox"/>	Other	<p>Partnership for Wisconsin's Economic Success is an alliance of business leaders who are focused on drawing attention to the connection between early childhood development and a strong future economy.</p> <p>Wisconsin Council for Children and Families, Wisconsin Early Childhood Association and Supporting Families Together Association are represented on the ECAC and are important organizations that disseminate information and provide advocacy.</p>	<p>Heightened awareness and interest about the importance of early care and education by the business community.</p> <p>Engagement of new business leaders in transmitting the message of the importance of early care and education</p> <p>WCCF, SFTA and WECA help to Increase understanding of Wisconsin's early care and education system, its early care workforce, and related child and family issues. Related publications on Wisconsin's early care system can be found at:  <a href="http://www.wccf.org/education_pub.php#pathways">http://www.wccf.org/education_pub.php#pathways</a></p>
-------------------------------------	-------	--	---

**1.5.2. Does the State/Territory have a formal early childhood and/or school-age coordination plan?** Lead Agencies are not required to have an early childhood nor a school-age coordination plan, but the State/Territory may have such plans for other purposes, including fulfilling requirements of other programs.

☒ Yes. If yes,

a)

Provide the name of the entity responsible for the coordination plan(s):

Governor's Early Childhood Advisory Council

b)

Describe the age groups addressed by the plan(s):

[Birth to five years old.](#)

c)

Indicate whether this entity also operates as the State Advisory Council (as authorized under the Head Start Act of 2007):

☒ Yes

☐ No

d)

Provide a web address for the plan(s), if available:

<http://dcf.wisconsin.gov/ecac/default.htm>

☐ No

**1.5.3. Does the State/Territory have a designated entity(ies) responsible for coordination across early childhood and school-age programs?** (658D(b)(1)(D), §98.14(a)(1)) Check which entity(ies), if any, the State/Territory has chosen to designate.

☐ State/Territory-wide early childhood and/or school-age cabinet/advisory council/task force/commission.

If yes, describe entity, age groups and the role of the Lead Agency

☒ State Advisory Council (as described under the Head Start Act of 2007).

If yes, describe entity, age groups and the role of the Lead Agency

The ECAC previously described in 1.5.1 serves this capacity for birth to five.

☐ Local Coordination/Council

If yes, describe entity, age groups and the role of the Lead Agency

☐ Other

Describe

☐ None

**1.5.4 Does the Lead Agency conduct or plan to conduct activities to encourage public-private partnerships that promote private sector involvement in meeting child care needs? (§98.16(d))**

☒ Yes .

If yes, **describe** these activities or planned activities, including the tangible results expected from the public-private partnership:

DCF continues to work with different groups focused on public-private partnerships. This goal has been an expressed priority area in the 2010 Early Childhood Advisory Council report to the Governor to “Explore and develop infrastructure models that align and leverage state, regional, and local resources, and engage the business, private, and philanthropic sectors as partners to improve early childhood outcomes.”

The YoungStar Consortium that is operating Wisconsin’s Quality Rating and Improvement System, YoungStar, involves the Supporting Families Together Association, the Wisconsin Early Childhood Association and the Celebrate Children Foundation -<http://www.celebrate-children.org/>- a philanthropic arm of the Wisconsin Children’s Trust Fund. Their work is described in detail in Part 3, Section 3.3. WECA and SFTA are statewide non-profit organizations leading the effort to administer YoungStar at the local and regional level. The Celebrate Children Foundation is committed to raising support to leverage



additional resources that will be directed toward child care quality improvement efforts.

The Partnership for Wisconsin's Economic Success described in chart 1.5.1 is one example of efforts to broaden awareness and engagement of business leaders to become advocates for and generate private support for early care and education in Wisconsin. It is the first chapter of the Partners for America's Economic Success - [www.partnershipforsuccess.org](http://www.partnershipforsuccess.org)– a national alliance of business and philanthropy focused on building awareness and action around learning about and investing in early care and education opportunities. A website developed to provide tools and resources to this effort will be revamped in 2011 and 2012 – [www.wisbiz4kids.com](http://www.wisbiz4kids.com). Several conferences are described on this site and are examples of the partnership to draw state and local attention to early care and education issues.

Additionally, the School Readiness Philanthropy Group is a foundation-led collaboration of more than 15 foundations with a common interest of supporting quality early care and education. They are represented on the ECAC and routinely meet with Department leadership around mutual goals to increase child care quality and access. The goal of the School Readiness Philanthropy Group is to work with DCF to identify and support best practices for improving child care quality. It aims to increase private sector support for quality early care and education. Group members were key advisors who provided input to DCF leadership in helping to shape the YoungStar proposal.

☐ No

## **1.6. Child Care Emergency Preparedness and Response Plan**

It is recommended, but not required, that each Lead Agency develop a plan to address preparedness, response, and recovery efforts specific to child care services and programs. Plans should cover the following areas: 1) planning for continuation of services to CCDF families; 2) coordination with other State/Territory agencies and key partners; 3) emergency preparedness regulatory requirements for child care providers; 4) provision of temporary child care services after a disaster; and 5) rebuilding child care after a disaster. For further guidance on developing Child Care Emergency Preparedness and Response Plans see the Information Memorandum (CCDF-ACF-IM-2011-XX) located on the Office of Child Care website at:  
[http://www.acf.hhs.gov/programs/ccb/law/state\\_topic\\_emergency.htm](http://www.acf.hhs.gov/programs/ccb/law/state_topic_emergency.htm)

### **1.6.1. Indicate which of the following best describes the current status of your efforts in this area. Check only ONE.**

☐ **Planning.** Indicate whether steps are under way to develop a plan. If so, describe the time frames for completion and/or implementation, the steps anticipated and how the plan will be coordinated with other emergency planning efforts within the State/Territory.

☒ **Developed.** A plan has been developed as of **[insert date]:** [06/30/2004](#) and put into operation as of **[insert date]:** [06/30/2004](#), if available. Provide a web address for this plan, if available: [The Emergency Preparedness plan is not available on-line.](#)

☐ **Other.**



**Describe:**

**1.6.2. Indicate which of the core elements identified in the Information Memorandum are or will be covered in the Lead Agency child care emergency preparedness and response plan.** Check which elements, if any, the Lead Agency includes in the plan.

- ☒ Planning for continuation of services to CCDF families
- ☒ Coordination with other State/Territory agencies and key partners
- ☒ Emergency preparedness regulatory requirements for child care providers
- ☐ Provision of temporary child care services after a disaster
- ☐ Rebuilding child care facilities and infrastructure after a disaster
- ☐ None

## PART 2

### CCDF SUBSIDY PROGRAM ADMINISTRATION

#### **2.1 Administration of the Program**

The Lead Agency has broad authority to administer (i.e., establish rules) and operate (i.e., implement activities) the CCDF program through other governmental, non-governmental, or other public or private local agencies as long as it retains overall responsibility for the administration of the program. (658D(b), §98.11(a))

**2.1.1. Which of the following CCDF program rules and policies are set or established at the State/Territory versus the local level?** Identify the level at which the following CCDF program rules and policies are established.

Eligibility rules and policies (e.g., income limits) are set by the:

☒ State/Territory

☐ Local entity.

If checked, provide the name(s) of the local entity:

☐ Other.

Describe:

Sliding fee scale is set by the:

☒ State/Territory

☐ Local entity.

If checked, provide the name(s) of the local entity:

☐ Other.

Describe:

Payment rates are set by the:

☒ State/Territory

☐ Local entity.

If checked, provide the name(s) of the local entity:

--

☐ Other.

Describe:

--

**2.1.2. How is the CCDF program operated in your State/Territory?** In the table below, identify which agency(ies) performs these CCDF services and activities.

<b>Implementation of CCDF Services/Activities</b>
---

<b>Who determines eligibility?</b>
------------------------------------

**Note:** If different for families receiving TANF benefits and families not receiving TANF benefits, please describe:

Local government agencies such as County Departments of Social Services determine eligibility for Wisconsin Shares. The Wisconsin Department of Health Services in Milwaukee County is responsible for determining eligibility in Milwaukee County. Wisconsin Shares checks are distributed to child care providers based on county eligibility determinations.

Families who are also recipients of TANF do not receive a different level of service through Wisconsin Shares.

**Agency (Check all that apply)**

- ☐ CCDF Lead Agency
- ☐ TANF agency
- ☒ Other State/Territory agency.

Describe:
-----------

Described above.
------------------

- ☐ Local government agencies such as county welfare or social services departments
- ☐ Child care resource and referral agencies
- ☐ Community-based organizations
- ☐ Other.

Describe:
-----------

<b>Who assists parents in locating child care (consumer education)?</b>
---

**Agency (Check all that apply)**

- ☐ CCDF Lead Agency
- ☐ TANF agency
- ☐ Other State/Territory agency.

Describe:
-----------

- ☐ Local government agencies such as county welfare or social services departments
- ☒ Child care resource and referral agencies

- ☐ Community-based organizations
- ☐ Other.

Describe:

### Who issues payments?

#### Agency (Check all that apply)

- ☒ CCDF Lead Agency
- ☐ TANF agency
- ☐ Other State/Territory agency.

Describe:

- ☐ Local government agencies such as county welfare or social services departments
- ☐ Child care resource and referral agencies
- ☐ Community-based organizations
- ☐ Other.

Describe:

#### Describe to whom is the payment issued (e.g., parent or provider) and how are payments distributed (e.g., electronically, cash, etc)

[A provider receives a paper check or an electronic deposit.](#)

#### Other. List and describe:

## 2.2. Family Outreach and Application Process

Lead Agencies must inform parents of eligible children and the general public of the process by which they can apply for and potentially receive child care services. (658D(b)(1)(A), 658E(c)(2)(D) & (3)(B), §§98.16(k), 98.30(a)-(e). **Note** - For any information in questions 2.2.1 through 2.2.10 that differs or will differ for families receiving TANF, please describe in 2.2.11.

### 2.2.1. By whom and how are parents informed of the availability of child care assistance services under CCDF? (658E(c)(2)(A), §98.30(a)) Check all agencies and strategies that will be used in your State/Territory.

- ☒ CCDF Lead Agency
- ☒ TANF offices
- ☐ Other government offices
- ☒ Child care resource and referral agencies
- ☐ Contractors
- ☐ Community-based organizations
- ☐ Public schools
- ☒ Internet

(provide website): <http://dcf.wisconsin.gov/childcare/wishares/default.htm>

- ☒ Promotional materials
  - ☐ Community outreach meetings, workshops or other in-person meetings
  - ☐ Radio and/or television
  - ☐ Print media
  - ☐ Other.
- Describe:

**2.2.2. How can parents apply for CCDF services?** Check all application methods that your State/Territory has chosen to implement.

- ☒ In person interview or orientation
- ☐ By mail
- ☐ By Phone/Fax
- ☒ Through the Internet

(provide website): <http://access.wisconsin.gov/>

- ☐ By Email
- ☐ Other.

Describe:

**2.2.3. Describe how the Lead Agency provides consumer education to parents applying for CCDF assistance to promote informed choices about the quality of care provided by various providers.**

Lead Agencies must certify that the State/Territory will collect and disseminate to parents of eligible children and the general public, consumer education information that will promote informed child care choices (658E (c)(2)(G), §98.33).

For example, memorandums of understanding with resource and referral agencies to provide consumer education to families applying for CCDF assistance, providing parents with provider lists showing licensing history and/or Quality Rating and Improvement System (QRIS) ratings, or informational brochures that address importance of quality and different care options available.

Wisconsin is implementing a QRIS, YoungStar, operated by a Consortium including the Supporting Families Together Association (SFTA – the umbrella agency for CCR&R agencies) and Wisconsin Early Childhood Association. A key goal of YoungStar is to provide more targeted information to parents about the quality of particular programs. In June, 2011 the YoungStar website will display the star level of participating programs, the licensing history of a child care program, and information on how a program was rated. Key staff housed in YoungStar Regional Offices will provide information to parents on how to use the system and apply learned information to selecting higher quality child care programs. Child care programs that serve families in Wisconsin Shares are required to participate. An additional key goal of

YoungStar is to improve the quality of subsidized child care over time. More details of the YoungStar program are found in Part 3, Section 3.3.

**2.2.4. Describe how the Lead Agency will support child care programs to increase the likelihood that CCDF-served children receive higher quality care as defined in your State/Territory.**

For example, methods used to promote upward movement in quality rating and improvement system, methods used to encourage high quality programs to participate in the subsidy program such as tiered reimbursement, or incentives used to support high quality programs in rural, suburban, urban, and low-income communities.

DCF is requiring that programs who receive Wisconsin Shares participate in the Quality Rating Improvement System, YoungStar. The overall goal is elevate the quality of care for children who are using the subsidy program. Additionally, programs that participate in YoungStar have the opportunity to receive training and technical assistance focused on improving quality as well as micro-grants that are tied to an overall quality improvement plan.

**2.2.5. How will the Lead Agency promote access to the CCDF subsidy program?**  
Check the strategies that will be implemented by your State/Territory.

- ☒ Provide access to program office/workers such as by:
- ☒ Providing extended office hours
- ☒ Accepting applications at multiple office locations
- ☒ Providing a toll-free number for clients
- ☐ Other.

Describe:

- ☒ Using a simplified eligibility determination process such as by:
- ☒ Simplifying the application form (such as eliminating unnecessary questions, lowering the reading level)
- ☒ Developing a single application for multiple programs
- ☐ Developing web-based and/or phone-based application procedures
- ☐ Coordinating eligibility policies across programs.

List the program names:

- ☒ Streamlining verification procedures, such as linking to other program data systems
- ☒ Providing information multi-lingually
- ☐ Including temporary periods of unemployment in eligibility criteria for new applicants (job search, seasonal unemployment).

Length of time:

- ☐ Other.

Describe:

☐ Other.

Describe:

☐ None

**2.2.6. Describe the Lead Agencies policies to promote continuity of care for children and stability for families.** Check the strategies, if any, that your State/Territory has chosen to implement.

☒ Provide CCDF assistance during periods of job search.

Length of time: [2 weeks for W-2 participants; no limit for FSET participants](#)

☐ Establish two-tiered income eligibility to allow families to continue to receive child care subsidies if they experience an increase in income but still remain below 85% of State median income (SMI)

☒ Synchronize review date across programs

List programs:

[Food Share/SNAP, W-2 and BadgerCare.](#)

☐ Longer eligibility re-determination periods (e.g., 1 year).

Describe:

☐ Extend periods of eligibility for families who are also enrolled in either Early Head Start or Head Start and pre-k programs.

Describe:

☐ Extend periods of eligibility for school-age children under age 13 to cover the school year.

Describe:

☐ Minimize reporting requirements for changes in family's circumstances that do not impact families' eligibility, such as changes in income below a certain threshold or change in employment

- ☐ Targeted case management to help families find and keep stable child care arrangements
  - ☐ Using non-CCDF Funds to continue subsidy for families who no longer meet eligibility, such as for children who turn 13 years of age during the middle of a program year
  - ☐ Other.
- Describe:

☐ None

**2.2.7. How will the Lead Agency provide outreach and services to eligible families with limited English proficiency?** Check the strategies, if any, that your State/Territory has chosen to implement.

- ☒ Application in other languages
- ☒ Informational materials in non-English languages
- ☒ Training and technical assistance in non-English languages
- ☐ Website in non-English languages
- ☐ Lead Agency accepts applications at local community-based locations
- ☐ Bilingual caseworkers or translators available
- ☐ Other.

Describe:

☐ None

**(Optional) If the Lead Agency checked any option above related to providing information or services in other non-English languages, please describe the languages offered :**

**2.2.8. How will the Lead Agency overcome language barriers with providers?** Check the strategies, if any, that your State/Territory has chosen to implement.

- ☒ Informational materials in non-English languages
- ☒ Training and technical assistance in non-English languages
- ☐ CCDF health and safety requirements in non-English languages
- ☐ Provider contracts or agreements in non-English languages
- ☐ Website in non-English languages
- ☒ Bilingual caseworkers or translators available
- ☐ Other.

Describe:

☐ None



(Optional) If the Lead Agency checked any option above related to providing information or services in other non-English languages, please describe the languages offered:

**2.2.9. Describe how the Lead Agency documents and verifies applicant information using the table below. (§98.20(a))**

Check the strategies that will be implemented by your State/Territory. **Attach** a copy of your parent application for the child care subsidy program(s) as **Attachment 2.2.9** or provide a web address, if available: <https://access.wisconsin.gov>

The Lead Agency requires documentation of:	Describe how the Lead Agency documents and verifies applicant information:
<input checked="" type="checkbox"/> Applicant identity	Driver's license, State issued ID card, employee ID card, Student ID card, US government ID card, Military ID card, Native American ID card, USCIS photo ID card, US passport, paycheck that displays applicant's name, or other reliable document that verifies identity. There is also a data match with Social Security Administration (SSA).
<input checked="" type="checkbox"/> Household composition	Lease agreements, third party statements, or self declaration on signed application materials
<input checked="" type="checkbox"/> Applicant's relationship to the child	Birth records, court records, or self-declaration on signed application materials
<input checked="" type="checkbox"/> Child's information for determining eligibility (e.g., identity, age, etc.)	Self declaration on signed application materials, further investigation if information appears questionable
<input checked="" type="checkbox"/> Work, Job Training or Educational Program	School or work schedules, pay stubs
<input checked="" type="checkbox"/> Income	Pay stubs, employer verification, new hire report, or data exchange
<input type="checkbox"/> Other. Describe:	

**2.2.10. Which strategies, if any, will the Lead Agency use to assure the timeliness of eligibility determinations upon receipt of applications?**

☒ Time limit for making eligibility determinations.

Describe length of time [Thirty days](#)

☒ Track and monitor the eligibility determination process

☐ Other.

Describe

☐ None

**2.2.11. Are the policies, strategies or processes provided in questions 2.1.1. through 2.1.10 different for families receiving TANF?** (658E(c)(2)(H) & (3)(D), §§98.16(g)(4), 98.33(b), 98.50(e))

☒ Yes.

If yes, describe:

Due to the state's TANF program procedures for application, W-2 participants are not able to apply for TANF via the web and the timeframes for participating are different than for those participants just applying for Wisconsin Shares. In all other respects, the policies, strategies, and processes are the same.

☐ No.

**2.2.12. Informing parents who receive TANF benefits about the exception to the individual penalties associated with the TANF work requirement.**

The regulations at §98.33(b) require the Lead Agency to inform parents who receive TANF benefits about the exception to the individual penalties associated with the work requirement for any single custodial parent who has a demonstrated inability to obtain needed child care for a child under 6 years of age. Lead Agencies must coordinate with TANF programs to ensure, pursuant that TANF families with young children will be informed of their right not to be sanctioned if they meet the criteria set forth by the State TANF agency in accordance with section 407(e)(2) of the Social Security Act. In fulfilling this requirement, the following criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to obtain needed child care. **NOTE:** The TANF agency, not the CCDF Lead Agency, is responsible for establishing the following criteria or definitions. These criteria or definitions are offered in this Plan as a matter of public record.

a) Identify the TANF agency that established these criteria or definitions:

State/Territory TANF Agency [Department of Children and Families](#)

b) Provide the following definitions established by the TANF agency.

- "appropriate child care": [Child care resource and referral agencies that are available around the state are able to assist parents find safe and affordable child care and other resources in the community. If the referrals do not result in the participant locating child care, the W-2 agency may require the participant to demonstrate an inability to obtain child care.](#)

- "reasonable distance": [Reasonable distance means no more than 60 minutes travel time one-way, using available transportation from the parents home to the child care providers location to the parents work site. Travel time may be extended up to 90 minutes one-way if there is a good placement opportunity for the participant AND the participant is willing to enter into this arrangement.](#)

- "unsuitability of informal child care": [Informal child care is defined as an arrangement in which the](#)

child care provider is neither licensed nor certified. Participants who use this type of child care are not eligible for W-2 child care assistance. Informal child care arrangements may be used by any W-2 participant; however, a participant cannot be required to use informal child care.

- "affordable child care arrangements": DCF works with CCR&R to find affordable child care.

c) How are parents who receive TANF benefits informed about the exception to individual penalties associated with the TANF work requirements?

☒ In writing

☒ Verbally

☐ Other.

Describe:

The rights and responsibilities associated with W-2 participant agreement allows individuals to let their worker know if they are unable to participate because they have no child care.

## **2.3. Eligibility Criteria for Child Care**

In order to be eligible for services, children must (1) be under the age of 13, or under the age of 19 if the child is physically or mentally disabled or under court supervision; (2) reside with a family whose income is less than 85 percent of the State's median income for a family of the same size; and (3) reside with a parent or parents who is working or attending job training or an educational program; or (4) be receiving or needs to receive protective services. (658P(3), §98.20(a))

### **2.3.1. How does the Lead Agency define the following eligibility terms?**

*residing with -*

This means living in the same household.

*in loco parentis -*

A person who has assumed guardianship (meaning that they are living in the same household, and acting as the case head of the household with decision making responsibility and authority) and control of the child, formally or informally. A "parent" is a custodial parent, guardian, foster parent, legal custodian or a person acting in the place of a parent.

### **2.3.2. Eligibility Criteria Based Upon Age**

a) The Lead Agency serves children from 1 weeks to 12 years (maximum age under age 13).

b) Does the Lead Agency allow CCDF-funded child care for children age 13 and above but below age 19 years who are physically and/or mentally incapable of self-care? (658E(c)(3)(B), 658P(3), §98.20(a)(1)(ii))

☒ Yes, and the upper age is 18

Provide the Lead Agency definition of *physical or mental incapacity* -

An emotional, behavioral, physical, or personal need of a child requiring more than the usual amount of care and supervision for the child's age, as documented by a physician, psychologist, special educator, or other qualified licensed professional. A "special need" includes a developmental disability.

☐ No.

c) Does the Lead Agency allow CCDF-funded child care for children age 13 and above but below age 19 years who are under court supervision? (658P(3), 658E(c)(3)(B), §98.20(a)(1)(ii))

Yes, and the upper age is

☒ No.

### 2.3.3. Eligibility Criteria Based Upon Work, Job Training or Educational Program

a) How does the Lead Agency define "working" for the purposes of eligibility? Provide a narrative description below, including allowable activities and if a minimum number of hours is required.

**Reminder** - Lead Agencies have the flexibility to include any work-related activities in its definition of working, including periods of job search and travel time. (§§98.16(f)(3), 98.20(b))  
*working-*

- Being engaged in up to 40 hours in a Wisconsin Works employment position (work experience, jobs skills training, basic education, English as a Second Language, or any combination of these).
- Employed by a "qualified" employer, meaning the employer has a Federal tax ID, reports to New Hire, has a Worker's Comp plan and pays Unemployment insurance. Part or full time.
- Self employment that produces an adjusted monthly income equivalent to state minimum wage (allowing six month start up time for a new business). Part or full time.

b) Does the Lead Agency provide CCDF child care assistance to parents who are attending job training or an educational program? (§§98.16(g)(5), 98.20(b))

☒ Yes.

If yes, how does the Lead Agency define "attending job training or educational program" for the purposes of eligibility? Provide a narrative description below.

**Reminder** - Lead Agencies have the flexibility to include any training or education-related activities in its definition of job training or education, including study time and travel time.

*attending job training or educational program -*

Parents who are employed at least 5 hours per week may receive child care assistance for up to 24 months for Basic Education, English as a Second Language, GED or HSED participation. In addition, parents who are employed at least 5 hours per week may receive child care assistance for up to 24 months for technical college or other courses of study that lead to job skills. Lastly, parents may receive child care assistance for job search or work experience in the FoodShare Employment and Training program. Travel time may be included in all child care authorizations, but study time is not. Parents under age 20 may receive child care for high school, GED or HSED courses.

☐ No.

#### **2.3.4. Eligibility Criteria Based Upon Receiving or Needing to Receive Protective Services**

a) Does the Lead Agency provide child care to children in protective services?  
(§§98.16(f)(7), 98.20(a)(3)(ii)(A) & (B))

☒ Yes.

If yes, how does the Lead Agency define "protective services" for the purposes of eligibility? Provide a narrative description below.

**Reminder** - Lead Agencies have the flexibility to define protective services beyond formal child welfare or foster care cases. Lead Agencies may elect to include homeless children and other vulnerable populations in the definition of protective services.

**Note** - If the Lead Agency elects to provide CCDF-funded child care to children in foster care whose foster care parents are not working, or who are not in education/training activities for CCDF purposes these children are considered to be in protective services and should be included in this definition.

*protective services*

Wisconsin provides child care for children who are in licensed foster homes or who are living with a kinship care relative, receiving kinship care cash benefits and providing care under a court order, or for foster children who are living with a subsidized guardian in Milwaukee County.

☐ No.

b) Does the Lead Agency waive, on a case-by-case basis, the co-payment and income eligibility requirements for cases in which children receive, or need to receive, protective services? (658E(c)(3)(B), 658P(3)(C)(ii), §98.20(a)(3)(ii)(A))

☐ Yes,

☒ No.

### 2.3.5. Income Eligibility Criteria

a) How does the Lead Agency define "income" for the purposes of eligibility? Provide the Lead Agency's definition of "income" for purposes of eligibility determination.  
(§§98.16(g)(5), 98.20(b))

*income -*

Money, wages or salary, adjusted income from self-employment, social security, dividends, interest on savings or bonds, income from estates or trusts, net rental income or royalties, public assistance, Supplemental Security Income (SSI), pensions and annuities, unemployment insurance, worker's compensation, alimony and other maintenance payments, and veteran pensions.

b) Which of the following sources of income, if any, will the Lead Agency exclude from calculations of total family income for the purposes of eligibility determination? Check any income the Lead Agency chooses to exclude, if any.

- ☒ Adoption subsidies
- ☒ Foster care payments
- ☐ Alimony received or paid
- ☒ Child support received
- ☐ Child support paid
- ☒ Federal nutrition programs
- ☒ Federal tax credits
- ☒ State/Territory tax credits
- ☒ Housing allotments, Low-Income Energy Assistance Program (LIHEAP) or energy assistance
- ☒ Medical expenses or health insurance related expenses
- ☐ Military housing or other allotment/bonuses
- ☐ Scholarships, education loans, grants, income from work study
- ☐ Social Security Income
- ☐ Supplemental Security Income (SSI)
- ☐ Veteran's benefits
- ☐ Unemployment Insurance
- ☒ Temporary Assistance for Needy Families (TANF)
- ☐ Worker Compensation
- ☒ Other types of income not listed above:

Reverse mortgage proceedings, in-kind not in form of cash paid to the household, gifts (Birthday, Graduations, Christmas), reimbursements paid to reimburse actual expenses, windfalls - income amount earmarked and used for the purpose it was paid.

☐ None

c) Whose income will be excluded, if any, for purposes of eligibility determination? Check anyone the Lead Agency chooses to exclude, if any.

- ☒ Children under age 18
- ☒ Children age 18 and over - still attending school
- ☒ Teen parents living with parents
- ☒ Unrelated members of household
- ☐ All members of household except for parents/legal guardians
- ☐ Other.

Describe:

☐ None

d) Provide the CCDF income eligibility limits in the table below. **Complete** columns (a) and (b) based upon maximum eligibility initial entry into the CCDF program. Complete Columns (c) and (d) **ONLY IF** the Lead Agency is using income eligibility limits lower than 85% of the SMI.

**Reminder** - Income limits must be provided in terms of State Median Income (SMI) (or Territory Median Income) even if federal poverty level is used in implementing the program. (§98.20(a)(2)). FY 2011 poverty guidelines are available at <http://aspe.hhs.gov/poverty/11poverty.shtml>.

			<b>IF APPLICABLE</b> <b>Income Level if lower than 85% SMI</b>	
<b>Family Size</b>	<b>(a)</b>  <b>100% of State Median Income (SMI)(\$/month)</b>	<b>(b)</b>  <b>85% of State Median Income (SMI)(\$/month)</b> [Multiply (a) by 0.85]	<b>(c)</b>  <b>\$/month</b>	<b>(d)</b>  <b>% of SMI</b> [Divide (c) by (a), multiply by 100]
1				
2	4,597.92	3,908.23	2,267.79/2,451.67	49.32%/53.32
3	5,432.25	4,617.41	2,856.71/3,088.33	52.59%/56.85
4	6,349.00	5,396.65	3,446.63/3,725.00	54.27%/58.67
5	6,151.08	5,228.42	4,0344.54/4,361.67	65.59%/70.91

e) Will the Lead Agency have "tiered eligibility" (i.e., a separate income limit at re-determination to remain eligible for the CCDF program)?

☒ Yes.

If yes, provide the requested information from the table in 2.3.5d and **describe below**:

**Note:** This information can be included in the table below.

Initial eligibility is 185% of the Federal Poverty Level. Ongoing eligibility is 200% of the FPL.

☐ No.

			<b>IF APPLICABLE</b> <b>Income Level if lower than 85% SMI</b>	
<b>Family Size</b>	<b>(a)</b>  <b>100% of State Median Income (SMI) (\$/month)</b>	<b>(b)</b>  <b>85% of State Median Income (SMI) (\$/month)[Multiply (a) by 0.85]</b>	<b>(c)</b>  <b>\$/month</b>	<b>(d)</b>  <b>% of SMI[Divide (c) by (a), multiply by 100]</b>
1				
2				
3				
4				
5				

f) SMI Year 2009 and SMI Source Census Bureau, 2009 American Community Survey

g) These eligibility limits in column (c) became or will become effective on:

February 1, 2011

### 2.3.6. Eligibility Re-determination

a) What is the re-determination period upon initial authorization of CCDF services for most families?

☒ 6 months

☐ 12 months

☐ 24 months

☐ Other.

Describe:

☐ Length of eligibility varies by county or other jurisdiction.

Describe:



b) Is the re-determination period the same for all CCDF eligible families?

☒ Yes.

☐ No. If no, **check the categories of families for whom authorizations are different and describe the redetermination period for each.**

☐ Families enrolled in Head Start and/or Early Head Start Programs.

Re-determination period:

☐ Families enrolled in pre-kindergarten programs.

Re-determination period:

☐ Families receiving TANF.

Re-determination period:

☐ Families who are very-low income, but not receiving TANF.

Re-determination period:

☐ Other.

Describe:

c) Does the Lead Agency use a simplified process at re-determination?

☒ Yes.

If yes, describe:

Families use a mail in form to complete their eligibility redetermination six months following their initial eligibility or twelve month review.

☐ No.

### 2.3.7. Waiting Lists

**Describe the Lead Agency's waiting list status.** Select **ONE** of these options.

☒ Lead Agency currently does not have a waiting list and:

☒ All eligible families *who apply* will be served under State/Territory eligibility rules

☐ Not all eligible families *who apply* will be served under State/Territory eligibility rules

☐ Lead Agency has an active waiting list for:

- ☐ Any eligible family who applies when they cannot be served at the time of application
- ☐ Only certain eligible families.

Describe those families:

☐ Waiting lists are a county/local decision.  
Describe:

☐ Other.  
Describe:

### **2.3.8. Appeal Process for Eligibility Determinations**

Describe the process for families to appeal eligibility determinations:

Families receive various notices regarding both eligibility and authorizations for the Wisconsin Shares Child Care Subsidy. These notices all include the following appeal information:

- Information on the right to request a fair hearing if the customer disagrees with a child care decision. The instructions direct the parent to request the hearing in writing.
- The options for requesting a fair hearing. Request forms are available from local agencies and on the internet at <http://dha.state.wi.us/home/WFS/WFSHrgReqForm.pdf>.
- The deadline for requesting a fair hearing.

Hearings are conducted by the Wisconsin Division of Hearings and Appeals. Decisions are rendered in writing and appealable to Circuit Court.

### **2.4. Sliding Fee Scale and Family Contribution**

The statute and regulations require Lead Agencies to establish a sliding fee scale that varies based on income and the size of the family to be used in determining each family's contribution (i.e., co-payment) to the cost of child care (658E(c)(3)(B) §98.42).

**2.4.1. Attach a copy of the sliding fee scale as Attachment 2.4.1.**

The attached sliding fee scale was or will be effective as of: [February 15, 2009](#)

**2.4.2. Will the attached sliding fee scale provided as Attachment 2.4.1. be used in all parts of the State/Territory?**

- ☒ Yes  
☐ No.

If no, attach other sliding fee scales and their effective date(s) as **Attachment 2.4.2a, 2.4.2b**, etc.

**2.4.3. What income source and year will be used in creating the sliding fee scale? (658E(c)(3)(B)) Check only one option.**

- ☐ State Median Income,  
Year:  
☒ Federal Poverty Level,  
Year: [2009](#)  
☐ Income source and year varies by geographic region.  
Describe income source and year:  
☐ Other.  
Describe income source and year:

**2.4.4. How will the family's contribution be calculated and to whom will it be applied? Check all that the Lead Agency has chosen to use. (§98.42(b))**

- ☒ Fee as dollar amount and  
☐ Fee is per child with the same fee for each child  
☒ Fee is per child and discounted fee for two or more children  
☐ No additional fee charged after certain number of children  
☐ Fee per family  
☐ Fee as percent of income and  
☐ Fee is per child with the same percentage applied for each child  
☒ Fee is per child and discounted percentage applied for two or more children

- ☐ No additional percentage applied charged after certain number of children
- ☐ Fee per family

☐ Contribution schedule varies by geographic area.  
Describe:

☐ Other.  
Describe:

**If the Lead Agency checked more than one of the options above, describe:**

**2.4.5. Will the Lead Agency use other factors in addition to income and family size to determine each family's contribution to the cost of child care? (658E(c)(3)(B), §98.42(b))**

☒ Yes,  
and describe those additional factors:

The number of children in child care is considered.

☐ No.

**2.4.6. The Lead Agency may waive contributions from families whose incomes are at or below the poverty level for a family of the same size. (§98.42(c)). Select ONE of these options.**

**Reminder** - Lead Agencies are reminded that the co-payments may be waived for only two circumstances - for families at or below the poverty level or on a case-by-case basis for children falling under the definition of "protective services" (as defined in 2.3.4.a).

☐ ALL families, including those with incomes at or below the poverty level for families of the same size, ARE required to pay a fee.

☐ NO families with income at or below the poverty level for a family of the same size ARE required to pay a fee.

The poverty level used by the Lead Agency for a family of 3 is:

☒ SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee. The Lead Agency waives the fee for the following families:

The Lead Agency waives the fee for the following families:

[Children in protective services.](#)

## **2.5. Prioritizing Services for Eligible Children and Families**

At a minimum, CCDF requires Lead Agencies to give priority for child care assistance to children with special needs, or in families with very low incomes. Prioritization of CCDF assistance services is not limited to eligibility determination (i.e., establishment of a waiting list or ranking of eligible families in priority order to be served). Lead Agencies may fulfill priority requirements in other ways such as higher payment rates for providers caring for children with special needs or waiving co-payments for families with very low incomes (at or below the federal poverty level). (658E(c)(3)(B), §98.44)

**2.5.1. How will the Lead Agency prioritize child care services to children with special needs or in families with very low incomes?** (658E(c)(3)(B), §98.44) Lead Agencies have the discretion to define *children with special needs* and *children in families with very low incomes*. Lead Agencies are not limited in defining *children with special needs* to only those children with physical or mental disabilities (e.g., with a formal Individual Education Plan (IEP) required under the Individuals with Disabilities Education Act (IDEA)). Lead Agencies could consider children in the child welfare system, children of teen parents, or homeless children as examples of *children with special needs*.

Children with special needs

**Provide the Lead Agency definition of *Children with Special Needs*:**

Describe:

[An emotional, behavioral, physical, or personal need of a child requiring more than the usual amount of care and supervision for the child's age, as documented by a physician, psychologist, special educator, or other qualified licensed professional. A special need includes a developmental disability.](#)

Children in families with very low incomes

**Provide the Lead Agency definition of *Children in Families with Very Low Incomes*:**

Describe:

The DCF Wisconsin Shares program does not define children with very low incomes. Because there has not been a waiting list, we have not had a need to make this definition nor prioritization.

How will the Lead Agency prioritize CCDF services for:	Eligibility Priority (Check only one)	Is there a time limit on the eligibility priority or guarantee?	Other Priority Rules
Children with special needs	<input type="checkbox"/> Priority over other CCDF-eligible families <input checked="" type="checkbox"/> Same priority as other CCDF-eligible families <input type="checkbox"/> Guaranteed subsidy eligibility <input type="checkbox"/> Other.	<input checked="" type="checkbox"/> Yes. The time limit is: <div>Up to the child's 19th Birthday</div> <input type="checkbox"/> No	<input type="checkbox"/> Different eligibility thresholds. Describe: <div></div> <input checked="" type="checkbox"/> Higher rates for providers caring for children with special needs requiring additional care <input type="checkbox"/> Prioritizes quality funds for providers serving these children <input type="checkbox"/> Other. Describe: <div></div>
Children in families with very low incomes	<input type="checkbox"/> Priority over other CCDF-eligible families <input checked="" type="checkbox"/> Same priority as other CCDF-eligible families <input type="checkbox"/> Guaranteed subsidy eligibility <input type="checkbox"/> Other.	<input type="checkbox"/> Yes. The time limit is: <div></div> <input checked="" type="checkbox"/> No	<input type="checkbox"/> Different eligibility thresholds. Describe: <div></div> <input type="checkbox"/> Waiving co-payments for families with incomes at or below the Federal Poverty Level <input type="checkbox"/> Other. Describe: <div></div>

**2.5.2. How will CCDF funds be used to provide child care assistance to meet the needs of families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF?** (658E(c)(2)(H), Section 418(b)(2) of the Social Security Act, §§98.50(e), 98.16(g)(4)) **Reminder** - CCDF requires that not less than 70 percent of CCDF Mandatory and Matching funds be used to provide child care assistance for families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF.

- ☐ Use priority rules to meet the needs of TANF families (describe in 2.5.1 or 2.5.3.)
- ☐ Waive fees (co-payments) for some or all TANF families who are below poverty level
- ☒ Coordinate with other entities (i.e. TANF office, other State/Territory agencies, and contractors)
- ☐ Other.
- Describe:

**2.5.3. List and define any other eligibility conditions, priority rules and definitions that will be established by the Lead Agency.** (658E(c)(3)(B), §98.16(g)(5), §98.20(b))

Reminder - Lead Agencies are reminded that any eligibility criteria and terms provided below must comply with the eligibility requirements of §98.20 and provided in section 2.2. Any priority rules provided must comply with the priority requirements of §98.44 and provided in section 2.4.1.

### Term(s) - Definition(s)

Describe:

Eligibility is governed by Wisconsin Statute - <http://www.legis.state.wi.us/statutes/Stat0049.pdf>. See s. 49.155(1m) for detailed, statutory eligibility criteria.

- a. Children receiving subsidized child care must be US citizens or qualified aliens.
- b. Parents and children must be Wisconsin residents
- c. Applicants must be 18 or older unless they meet criteria for supervised independent living, are employed, or are married.
- c. Parents must be verifiably employed or in another approved activity for which child care is needed.

Term(s)	Definition(s)
Employed	Unsubsidized including 1) work for an employer compliant with Wisconsin labor laws regarding minimum wage, worker's compensation, New Hire reporting and UI wage reporting; or 2) legitimately self-employed according to criteria drawn from Unemployment Insurance law. Except for new self-employment businesses, child care is allowed for no more than the hours per week that the parent earns at least \$7.25 per hour, which is the state minimum wage. Students may be considered to be employed if they are working in work-study positions while attending school.
Other approved activities:	
FoodShare Employment and Training (FSET) Program	Participating in job search or work experience as part of an approved FSET plan

Wisconsin Works (W-2) Employment Position	Working in one of 3 types of TANF-subsidized employment. These are defined in s.49. , Wis. Stats.
Completion of high school or equivalent	Limited to parents under the age of 20
Basic Education, such as GED/HSED or ESL	As an ancillary activity for employed parents. For this activity, “employed” means employed a minimum of 5 hours per week or 20 hours per month throughout the school term. There is a lifetime limit of 24 months for this activity
Post Secondary Education, such as technical school	As an ancillary activity for employed parents. For this activity, “employed” means employed a minimum of 5 hours per week or 20 hours per month throughout the school term. There is a lifetime limit of 24 months for this activity

## **2.6. Parental Choice In Relation to Certificates, Grants or Contracts**

The parent(s) of each eligible child who receives or is offered financial assistance for child care services has the option of either enrolling such child with a provider that has a grant or contract for the provision of service or receiving a child care certificate.  
(658E(c)(2)(A), §98.15(a))

### **2.6.1. Child Care Certificates**

a) When is the child care certificate (also referred to as voucher or authorization) issued to parents? (658E(c)(2)(A)(iii), 658P(2), §98.2, §98.30(c)(4) & (e)(1) & (2))

- ☐ Before parent has selected a provider
- ☒ After parent has selected a provider
- ☐ Other.

Describe:

b) How does the Lead Agency inform parents that the child care certificate permits them to choose from a variety of child care categories, including child care centers, child care group homes, family child care homes, and in-home providers? (§98.30(e)(2))

- ☐ Certificate form provides information about choice of providers
- ☐ Certificate is not linked to a specific provider so parents can choose provider of choice
- ☒ Consumer education materials (flyers, forms, brochures)
- ☒ Referral to child care resource and referral agencies



- ☒ Verbal communication at the time of application
- ☐ Public Services Announcement
- ☒ Agency

Website: <http://dcf.wisconsin.gov/childcare/wishares/default.htm>

- ☒ Community outreach meetings, workshops, other in person activities
- ☒ Multiple points of communication throughout the eligibility and renew process
- ☐ Other.

Describe:

c) What information is included on the child care certificate? **Attach a copy of the child care certificate as Attachment 2.6.1.** (658E(c)(2)(A)(iii))

- ☒ Authorized provider(s)
- ☒ Authorized payment rate(s)
- ☒ Authorized hours
- ☐ Co-payment amount
- ☒ Authorization period
- ☒ Other.

Describe:

[type of authorizations \(Enrollment or Attendance\); co-payment type and part or full-time.](#)

d) What is the estimated proportion of services that will be available for child care services through certificates?

[99.1%](#)

## 2.6.2. Child Care Services Available through Grants or Contracts

a) In addition to offering certificates, does the Lead Agency provide child care services through grants or contracts for child care slots? (658A(b)(1), 658P(4), §§98.16(g)(1), 98.30(a)(1) & (b)). **Note:** Do not check "yes" if every provider is simply required to sign an agreement in order to be paid in the certificate program.

- ☒ Yes.

If yes, **describe** the type(s) of child care services available through grants or contracts, the process for accessing grants or contracts, and the range of providers that will be available through grants or contracts:

Wisconsin funds a Contracted Child Care Grant program in which 13 Wisconsin Works (TANF) agencies participate by completing an annual application, which BCCA reviews and approves. For 2011, BCCA awarded \$2, 493,612. This grant program is limited to these 13 agencies, as they were the original applicants and as of recently, there are no additional funds available for expansion. The grantees include all 4 Milwaukee Wisconsin Works agencies and 9 other Wisconsin Works agencies from the balance of the state. These funds allow DCF to reimburse these agencies for the child care they provide on-site for the children of Wisconsin Works participants.

☐ No.

b) Will the Lead Agency use grants or contracts for child care services to achieve any of the following? Check the strategies, if any, that your State/Territory chooses to implement.

- ☒ Increase the supply of specific types of care
  - ☐ Programs to serve children with special needs
  - ☐ Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs
  - ☐ Programs to serve infant/toddler
  - ☐ School-age programs
  - ☐ Center-based providers
  - ☐ Family child care providers
  - ☐ Group-home providers
  - ☐ Programs that serve specific geographic areas
  - ☐ Urban
  - ☐ Rural
  - ☒ Other.
- Describe:

Contracted child care services the children of Wisconsin Works (W-2/TANF) participants.

- ☒ Support programs in providing higher quality services
  - ☐ Support programs in providing comprehensive services
  - ☐ Serve underserved families.
- Specify:

☐ Other.  
Describe:

c) Are child care services provided through grants or contracts offered throughout the State/Territory? (658E(a), §98.16(g)(3))

☐ Yes.

☒ No,

and **identify** the localities (political subdivisions) and services that are not offered:

10 counties total: 9 agencies in 9 counties outside of Milwaukee County and 4 agencies within Milwaukee County.

d) How are payment rates for child care services provided through grants/contracts determined?

Each biennial budget the Department sets aside a specific amount of funding for contracted child care and the funding is granted to applicant Wisconsin Works agencies. The Department contracts directly with Wisconsin Works agencies. Most the agencies subcontract with local child care providers to do on-site child care. Reimbursement to the agencies covers salaries, supplies, etc.

e) What is the estimated proportion of direct services that will be available for child care services through grants/contracts?

Less than 1%

**2.6.3. How will the Lead Agency inform parents and providers of policies and procedures for affording parents unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds? (658E(c)(2)(B), §98.31))** Check the strategies that will be implemented by your State/Territory.

☐ Signed declaration

☐ Parent Application

☒ Parent Orientation

☒ Provider Agreement

☐ Provider Orientation

☒ Other.

Describe:

In the Wisconsin Administrative Code DCF 250 for Licensing Rules for Family Child Care Centers and in DCF 251 Licensing Rules for Group Child Care Centers, it is stated in 250.04 (4) (a) and in 251.04 (4) (b) that the center shall permit parents to visit and observe the center's operations at any time during the center's hours of operation unless parental access is prohibited or restricted by a court order. In addition, it is stated in 250.04 (4) (b) and 251.04 (4) (e) that the center shall provide a summary of this chapter (DCF 250 or DCF 251) to the parents of each child upon the child's enrollment. Also, in 251.04 (4) (f) it states that a copy of this chapter shall be posted or available in an area where parents are likely to see it.

DCF funds the publication, *YourGuide to Licensed Child Care*, which serves as the summary that centers distribute to parents. It includes a checklist for parent to use when making a child care decision to ask providers if their visits, whether announced or unannounced, are welcomed at any time. Wisconsin certification administrative rules located in CH 202 Child Care Certification require certified child care providers to communicate with parents that they are allowed to visit and observe their children in their care per 202.08(12)(a).

**2.6.4. The Lead Agency must allow for in-home care (i.e., care provided in the child's own home) but may limit its use. (§§98.16(g)(2), 98.30(e)(1)(iv))** Will the Lead Agency limit the use of in-home care in any way?

- ☐ No
- ☒ Yes. If checked, what limits will the Lead Agency set on the use of in-home care? Check all limits the Lead Agency will establish.
- ☐ Restricted based on minimum number of children in the care of the provider to meet minimum wage law or Fair Labor Standards Act
- ☐ Restricted based on provider meeting a minimum age requirement
- ☐ Restricted based on hours of care (certain number of hours, non-traditional work hours)
- ☐ Restricted to care by relatives
- ☒ Restricted to care for children with special needs or medical condition
- ☒ Restricted to in-home providers that meet some basic health and safety requirements
- ☒ Other.  
Describe:

- Three or more children are being cared for.
- Other regulated care is not available within a reasonable geographic area.
- Child care is need during hours when no other care is available, such as second or third shift or weekends.

**2.6.5. Describe how the Lead Agency maintains a record of substantiated parental complaints about providers and makes substantiated parental complaints available to the public on request. (658E(c)(2)(C), §98.32)**

The following is a detailed description of how the State maintains a record of substantiated parental complaints and how it makes the information available to the public on request:

Licensed Care

Substantiated parent complaints about licensed child care providers are documented in individual

licensed provider files at the regional offices of the Bureau of Early Care Regulation (BECR), within the DCF. Upon request, these files are open to the public who may review them at the regional office or by phone. Complaints can be received via phone, letter, and e-mail or face-to-face. Each complaint is investigated and one of three findings is made:

1. Complaint is Substantiated – violation of the licensing rule is cited and a plan of correction is required. Notice of violations and plan for correction must be posted at the child care facility.
2. Allegation is Unfounded –no violation of the licensing rule is found.
3. Allegation Unable to be Substantiated – the licensing specialist could not determine whether a violation has occurred.

The complainant can indicate at the time the complaint is filed that they wish to receive the findings of the complaint. This information is shared at the conclusion of the investigation. Complaint histories are shared with the public when this information is requested.

Wisconsin's Licensed Child Care Search is a website containing information on the location and regulatory history of the almost 6,000 child care centers and day camps licensed by DCF. The public can view a center's compliance history, enforcement actions, and whether the licensee or certified provider (beginning in June, 2011) has submitted a correction plan.

<http://dcf.wisconsin.gov/childcare/licensed/search.htm>

#### Certified Care

Substantiated parental complaints about certified child care providers are documented in individual certified provider files at the county/tribal agency. Upon request, these files are open to the public who may review them at the local agency or by phone. Provider records are considered public records. This includes complaint information (both the complaint and the investigation), criminal history (except for juvenile records), and any other background information (with the exception of AODA and mental health issues and the details of abuse and neglect investigations and findings). Individuals, providers, parents, reporters or others can request to view the provider case file.

## **2.7. Payment Rates for Child Care Services**

The statute at 658E(c)(4) and the regulations at §98.43(b)(1) require the Lead Agency to establish adequate payment rates for child care services that ensure eligible children equal access to comparable care.

### **2.7.1. Provide a copy of your payment rates as Attachment 2.7.1.**

The attached payment rates were or will be effective as of: 2006

### **2.7.2. Are the attached payment rates provided in Attachment 2.7.1 used in all parts of the State/Territory?**

☒ Yes.

☐ No. If no, attach other payment rates and their effective date(s) as **Attachment 2.7.2a, 2.7.2b**, etc.

**2.7.3. Which strategies, if any, will the Lead Agency use to ensure the timeliness of payments?**

☒ Policy on length of time for making payments.

Describe length of time: Timesheets and payment periods are bi-weekly, but payments are run every week on Saturday to process late time sheets. Providers who submit their time sheets during the week after their two-week attendance period ends will have their payments processed within two weeks if there are no agency concerns regarding the reporting accuracies. If there are program integrity concerns regarding reporting accuracy, the agency may take additional time to investigate. Time sheets submitted three months or longer after an attendance period ends require that the provider also submit corresponding daily attendance sheets. Agency ability to approve time submitted after 3 months requires a higher computer security level and is limited by the Department to only 2 local administrative agency staff members per county.

☐ Track and monitor the payment process

☐ Other.

Describe:

☐ None

**2.7.4. Market Rate Survey**

Lead Agencies must complete a local Market Rate Survey (MRS) no earlier than two years prior to the effective date of the Plan (no earlier than October 1, 2009). The MRS must be completed prior to the submission of the CCDF Plan (see Program Instruction CCDF-ACF-PI-2009-02

<http://www.acf.hhs.gov/programs/ccb/law/guidance/current/pi2009-02/pi2009-02.htm> for more information on the MRS deadline).

a) Provide the month and year when the local Market Rate Survey(s) was completed (§98.43(b)(2)): 09/2011

b) Attach a copy of the **MRS instrument** and a **summary of the results** of the survey as **Attachment 2.7.4**. For Lead Agencies that use an administrative provider database, provide a copy of the intake form as the instrument. The summary should include a description of the sample population, data source, the type of methodology used, response rate, description of analyses, and key findings.

**2.7.5. Will the Lead Agency use the local Market Rate Survey identified in 2.7.4a (i.e., the most recent MRS) to set its payment rates?**

☐ Yes

☒ No.

If no, list the MRS year that the payment rate ceiling is based upon: 2005

**2.7.6. At what percentile of the most recent local MRS are or will payment rates be set?** Provide the percentile for your payment rate ceiling in relation to the most recent survey and **describe**:

**Note:** Identify the percentile where payment rates fall according to the most recent local MRS (identified in 2.7.4a) regardless of whether or not you use the most recent survey to set rates. If the percentile(s) varies across categories of care (e.g., different for centers and family child care homes), regions or ages of children, provide the range of the highest and lowest percentile in relation to the most recent survey.

63rd percentile based upon the last market rate survey completed compared against rates established in 2006.

**2.7.7. Will the Lead Agency provide any type of tiered reimbursement or differential rates on top of its base reimbursement rates for providing care for children receiving CCDF subsidies?** Check which types of tiered reimbursement, if any, the Lead Agency has chosen to implement.

☐ Differential rate for nontraditional hours.

Describe:

☒ Differential rate for children with special needs as defined by the State/Territory.

Describe:

Child care for children with special needs may be paid at rate higher than the county maximum rate established by the Department if the child care provider requires additional reimbursement to cover verified increased costs to provide care at the level that a child needs.

☐ Differential rate for infants and toddlers.

Describe:

☐ Differential rate for school-age programs.

Describe:

☒ Differential rate for higher quality as defined by the State/Territory.

Describe:

Until Wisconsin's YoungStar plan goes into effect with tiered reimbursement in place which will begin July 1, 2012, there is existing authority to pay 10% additional for accredited providers that have either been accredited by NAEYC or by the City of Madison's Accreditation Program. Wisconsin's YoungStar Program began in November, 2010. Programs that accumulate points across four areas of quality will be awarded stars. How programs accumulate points is described in the point detail document found at - [http://dcf.wisconsin.gov/youngstar/pdf/point\\_detail.pdf](http://dcf.wisconsin.gov/youngstar/pdf/point_detail.pdf)- and include opportunities to receive points for education level, learning environment and curriculum, business and professional practices, and health and wellness practices, training or curriculum.

The following scale was passed in the state budget and will begin July 1, 2012.

- Programs that are out of compliance with licensing rules or who have a Wisconsin Shares suspension are not eligible for Wisconsin Shares and considered 1 star programs;
- Programs that have 2 star would have 0-10 points verified on the scale and would be reimbursed at - 5% of the reimbursement they receive for Wisconsin Shares children;
- Programs that have earned 11-22 points would be considered a 3 star program and would see no change in their rate of reimbursement.
- Programs that have 4 Stars would need to have 23-32 points and would receive a 5% increase in reimbursement for Wisconsin Shares children; and,
- Programs that have 5 Stars would need to earn 33 or more point and would receive a 10% increase in reimbursement for Wisconsin Shares. Beginning in January, 2013, the reimbursement amount would increase to 25%.

☐ Other differential rate.

Describe:

☐ None.

#### **2.7.8. Will the Lead Agency allow providers to charge parents any additional fees?**

Check the policies, if any, the Lead Agency has chosen to establish regarding additional fees.

☒ Providers are allowed to charge the difference between the maximum reimbursement rate and their private pay rate

☒ Providers are allowed to charge registration fees

☐ Providers are allowed to charge for transportation fees

☐ Providers are allowed to charge for meals.



- ☒ Providers are allowed to charge additional incidental fees such as field trips or supplies
- ☐ Policies vary across region, counties and or geographic areas.

Describe:

- ☐ No, providers may not charge parents any additional fees
- ☐ Other.

Describe:

- ☐ None

### **2.7.9. Describe how payment rates are adequate to ensure equal access to the full range of providers based on the Market Rate Survey.**

CCDF regulations require the Lead Agency to certify that the payment rates for the provision of child care services are sufficient to ensure equal access for eligible families to child care services comparable to those provided to families not eligible to receive CCDF assistance. To demonstrate equal access, the Lead Agency shall provide at a minimum a summary of facts describing: (§98.43(a))

a) How a choice of the full range of providers, e.g., child care centers, family child care homes, group child care homes and in-home care, is made available (§98.43(a)(1)):

Wisconsin has not witnessed any access or lack of capacity issues for subsidized child care. In calendar year 2010, 74% of subsidized children were in child care centers; 25% were in family child care homes; and less. .1% were using in-home care.

b) How payment rates are adequate based on the most recent local MRS (§98.43(a)(2)):

Wisconsin has not witnessed providers opting out of participating in subsidized child care due to MRS differences with provider rates.

c) How family co-payments based on a sliding fee scale are affordable (§98.43(a)(3)):

The state uses a sliding fee scale to ensure affordability and economic reality for families.

d) Any additional facts the Lead Agency considered to determine that its payment rates ensure equal access:

### **2.7.10 Goals for the next Biennium -**

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). What are the Lead Agency's goals for the administration of the CCDF subsidy program in the coming Biennium? For example, what progress does the State/Territory expect to make on continuing improved services to parents and providers, continuity of care for children, improving outreach to parents and providers, building or expanding information technology systems, or revising rate setting policies or practices):

The state intends to continue to provide expanding training, technical assistance, and other resources to improve access to and understanding of the subsidy program. While funding for the last several years has been sufficient to ensure that all eligible participants were provided child care support, changing budget conditions may require the lead agency to prioritize services. The lead agency has identified several additional categories of children for prioritization. The categories include: children of teen mothers, children of disabled parents, and children in court ordered placements. These categories are in addition to several discussed earlier in the plan – special needs children, children of parents participating in W2 activities and foster/kinship care participants.

## **PART 3**

### **Health and Safety and Quality Improvement Activities**

#### **3.1. Activities to Ensure the Health and Safety of Children in Child Care (Component #1)**

This section is intended to collect information on how Lead Agencies meet the statutory and regulatory provisions related to licensing and health and safety requirements. The CCDBG statute and the CCDF regulations address health and safety primarily in two ways.

First, Lead Agencies shall certify that they have in effect licensing requirements applicable to child care services provided within the area served by the Lead Agency (§98.40(a)(1)). These licensing requirements need not be applied to specific types of providers of child care services (658(E)(c)(2)(E)(i). Lead Agencies must describe those licensing requirements and how they are effectively enforced. Second, Each Lead Agency shall certify that there are in effect, within the State or local law, requirements designed to protect the health and safety of children that are applicable to child care providers of services for which assistance is provided under CCDF.

The relationship between licensing requirements and health and safety requirements varies by State/Territory depending on how comprehensive the licensing system is. In some States and Territories, licensing may apply to the majority of CCDF-eligible providers and the licensing standards cover the three CCDF health and safety requirements so the State/Territory has few, if any, providers for whom they need to establish additional CCDF health and safety requirements. In other cases, States and Territories have elected to exempt large numbers of providers from licensing which means that those exempted providers who care for children receiving assistance from CCDF will have to meet to the CCDF health and safety requirements through an alternative process outside of licensing. The State/Territory may also elect to impose more stringent standards and licensing or regulatory requirements on child care providers of services for which assistance is provided under the CCDF than the standards or requirements imposed on other child care providers. (§98.40(b)(1)) Section 3.1 asks the State/Territory to identify and describe the components of both the licensing and CCDF health and safety requirements, indicate which providers are subject to the requirements, and describe compliance and enforcement activities. (658E(c)(2)(F), §98.41)

##### **3.1.1. Compliance with Applicable State/Territory and Local Regulatory Requirements on Licensing**

Lead Agencies shall certify that they have in effect licensing requirements applicable to

child care services provided within the area served by the Lead Agency (§98.40(a)(1)). These licensing requirements need not be applied to specific types of providers of child care services (658(E)(c)(2)(E)(i). Lead Agencies must describe those licensing requirements and how they are effectively enforced.

**Definition:** Licensing requirements are defined as regulatory requirements, including registration or certification requirements established under State, local, or tribal law, necessary for a provider to legally operate and provide child care services in a State or locality (§98.2). This does not include registration or certification requirements solely for child care providers to be eligible to participate in the CCDF program. Those requirements will be addressed in 3.1.2.

a) Is the Lead Agency responsible for child care licensing? (§98.11(a))

☒ Yes.

☐ No.


Please identify the State or local (if applicable) entity/agency responsible for licensing:

b) **Provide a brief overview** of the relationship between the licensing requirements and CCDF health and safety requirements in your State/Territory. At a minimum, describe whether the State/Territory's licensing requirements serve as the CCDF health and safety requirements.

Wisconsin's licensing and certification rules are designed to protect the health, safety and welfare of children in child care. As such, they serve as the CCDF's health and safety requirements.

c) CCDF identifies and defines four categories of care: child care centers, family child care homes, group child care homes and in-home child care providers (§98.2). The CCDF definition for each category is listed below. Within each CCDF category of care, please identify which types of providers are exempt from licensing in your State/Territory in the chart below.

CCDF Category of Care	CCDF Definition (§98.2)	Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?

Center-Based Child Care	Center-based child care providers are defined as a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless care in excess of 24 hours is due to the nature of the parent(s)' work.	<p>Describe which types of center-based settings are exempt from licensing in your State/Territory.</p> <p>For example, some jurisdictions exempt school-based centers, centers operated by religious organizations, summer camps, or Head Start programs</p> <p>Programs operated by public and private schools and local municipalities are statutorily exempt from licensing. Under administrative rule, programs that operate for 4 or fewer hours in a week, group lessons, programs operated while the parents are on the premises for recreation, seasonal program of 10 days or less in any 3-month period, care and supervision when a parent is involved in orientation, enrollment or initial assessment for TANF programs and care in emergency situations are exempt from the requirement for a license.</p>
<p>Group Home Child Care</p> <p>N/A. Check if your State/Territory does not have group home child care.</p> 	Group home child care provider is defined as two or more individuals who provide child care services for fewer than 24 hours per day per child, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work.	Describe which types of group homes are exempt from licensing:

Family Child Care	Family child care provider is defined as one individual who provides child care services for fewer than 24 hours per day per child, as the sole caregiver, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)'s work. <b>Reminder</b> - Do not check if family child care home providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.	Describe which types of family child care home providers are exempt from licensing: Programs operated by public and private schools and local municipalities are statutorily exempt from licensing. Under administrative rule, programs that operate for 4 or fewer hours in a week, group lessons, programs operated while the parents are on the premises for recreation, seasonal program of 10 days or less in any 3-month period, care and supervision when a parent is involved in orientation, enrollment or initial assessment for TANF programs and care in emergency situations are exempt from the requirement for a license. For Wisconsin's Certified child care which is a separate category from licensing, programs are exempt from requirements if they care for less than four children.
In-Home Care	In-home child care provider is defined as an individual who provides child care services in the child's own home. <b>Reminder</b> - Do not respond if in-home child care providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.	Describe which types of in-home child care providers are exempt from licensing: Through DCF's Certified Child Care Program, DCF certifies programs where a child is cared for in their home.

**Note:** In lieu of submitting or attaching licensing regulations to certify the requirements of §98.40(a)(1), Lead Agencies may provide their licensing regulations to the National Resource Center for Health and Safety in Child Care and Early Education. Please check the NRCKid's website at <http://nrckids.org/> to verify the accuracy of your licensing regulations and provide any updates to the National Resource Center. **Check this box to indicate that the licensing requirements were submitted and verified at NRCKid's:**



d) **Indicate** whether your State/Territory licensing requirements include any of the following four indicators for each category of care\*.

\*Source: National Resource Center for Health and Safety in Child Care and Early Education. (2003) Stepping Stones to Using Caring for Our Children: National Health and Safety Performance Standards, 2nd Ed. Health Resources and Services Administration, Maternal and Child Health Bureau. Available online: <http://nrckids.org/stepping>

Indicator	Center-Based Child Care	Group Home Child Care	Family Child Care	In-Home Care
Do the licensing requirements include <b>child:staff ratios and group sizes?</b> If yes, specify age group, where appropriate:	<input checked="" type="checkbox"/> Child:staff ratio requirement:	<input type="checkbox"/> Child:staff ratio requirement:	<input checked="" type="checkbox"/> Child:staff ratio requirement:	<input type="checkbox"/> Child:staff ratio requirement:
	Birth to 2: 1:4, 2 - 2 1/2 : 1-6, ; 2 1/2- 3: 1:8, ; 3-4: 1:10; 4-5: 1-13. ; 5-6: 1:16, ; 6 +: 1:18	<input type="checkbox"/> Group size requirement:	4:1-if all children are under 2; 5:1, if 3 children are under age 2; 7:1- if 2 children under age 2; 8:1 if only 1 child is under age 2; 8:1 if all children are over age 2	<input type="checkbox"/> Group size requirement:
	<input checked="" type="checkbox"/> Group size requirement:	<input type="checkbox"/> No requirements.	<input checked="" type="checkbox"/> Group size requirement:	<input checked="" type="checkbox"/> No requirements.
	Birth - 2: 8; 2-2 1/2: 12; 2 1/2 - 3: 16; 3-4: 20; 4-5: 24; 5-6: 34; 6 +: 36		8	
	<input type="checkbox"/> No requirements.		<input type="checkbox"/> No requirements.	

Do the licensing requirements identify specific experience and educational **credentials for child care directors?**

<input type="checkbox"/>	High school/GED	<input type="checkbox"/>	High school/GED	<input type="checkbox"/>	High school/GED
<input type="checkbox"/>	Child Development Associate (CDA)	<input type="checkbox"/>	Child Development Associate (CDA)	<input type="checkbox"/>	Child Development Associate (CDA)
<input checked="" type="checkbox"/>	State/ Territory Credential	<input type="checkbox"/>	State/ Territory Credential	<input type="checkbox"/>	State/ Territory Credential
<input type="checkbox"/>	Associate's degree	<input type="checkbox"/>	Associate's degree	<input type="checkbox"/>	Associate's degree
<input type="checkbox"/>	Bachelor's degree	<input type="checkbox"/>	Bachelor's degree	<input type="checkbox"/>	Bachelor's degree
<input type="checkbox"/>	No credential required for licensing	<input type="checkbox"/>	No credential required for licensing	<input type="checkbox"/>	No credential required for licensing
<input type="checkbox"/>	Other:	<input type="checkbox"/>	Other:	<input checked="" type="checkbox"/>	Other:
				State approved training	



Do the licensing requirements identify specific experience and educational <b>credentials for child care teachers?</b>	<input checked="" type="checkbox"/> High school/GED	<input type="checkbox"/> High school/GED	<input type="checkbox"/> High school/GED	<input type="checkbox"/> High school/GED
	<input type="checkbox"/> Child Development Associate (CDA)	<input type="checkbox"/> Child Development Associate (CDA)	<input type="checkbox"/> Child Development Associate (CDA)	<input type="checkbox"/> Child Development Associate (CDA)
	<input type="checkbox"/> State/ Territory Credential	<input type="checkbox"/> State/ Territory Credential	<input type="checkbox"/> State/ Territory Credential	<input type="checkbox"/> State/ Territory Credential
	<input type="checkbox"/> Associate's degree	<input type="checkbox"/> Associate's degree	<input type="checkbox"/> Associate's degree	<input type="checkbox"/> Associate's degree
	<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree
	<input type="checkbox"/> No credential required for licensing	<input type="checkbox"/> No credential required for licensing	<input type="checkbox"/> No credential required for licensing	<input type="checkbox"/> No credential required for licensing
	<input checked="" type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Other:	<input type="checkbox"/> Other:
	State approved training		state approved training	
Do the licensing requirements specify that directors and caregivers must attain a specific number of <b>training hours per year?</b>	<input type="checkbox"/> At least 30 training hours required in first year	<input type="checkbox"/> At least 30 training hours required in first year	<input type="checkbox"/> At least 30 training hours required in first year	<input type="checkbox"/> At least 30 training hours required in first year
	<input checked="" type="checkbox"/> At least 24 training hours per year after first year	<input type="checkbox"/> At least 24 training hours per year after first year	<input type="checkbox"/> At least 24 training hours per year after first year	<input type="checkbox"/> At least 24 training hours per year after first year
	<input type="checkbox"/> No training requirement	<input type="checkbox"/> No training requirement	<input type="checkbox"/> No training requirement	<input type="checkbox"/> No training requirement
	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Other:	<input type="checkbox"/> Other:
			15 hours of training each year	

e) Do you expect the licensing requirements for child care providers to change in FY2012-2013?

☒ Yes.

Describe: Rule changes have been proposed and should be in effect in 2012. Draft rules are being proposed to respond to legislative changes as it relates to caregiver background checks and transportation safety. Changes are also being considered as they relate to carbon monoxide.

☐ No.

### 3.1.2. Compliance with Applicable State/Territory and Local Regulatory Requirements on Health and Safety

Each Lead Agency shall certify that there are in effect, within the State or local law, requirements designed to protect the health and safety of children that are applicable to child care providers of services for which assistance is provided under CCDF. Such requirements shall include the prevention and control of infectious diseases (including immunization), building and physical premises safety, and minimum health and safety training appropriate to the provider setting. These health and safety requirements apply to all providers caring for children receiving CCDF services and which also may be covered by the licensing requirements. (658E(c)(2)(F), §98.41)

a) **Describe** the Lead Agency's health and safety requirements for prevention and control of infectious disease in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(i), §98.41(a)(1))

For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.				
The Lead Agency requires:	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
<input checked="" type="checkbox"/> Physical exam or health statement for providers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input checked="" type="checkbox"/> Physical exam or health statement for children	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Tuberculosis check for providers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Tuberculosis check for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Provider immunizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Child immunizations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Hand-washing policy for providers and children	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Diapering policy and procedures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Providers to submit a self-certification or complete health and safety checklist	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/> Other. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------	--------------------------

b) **Describe** the Lead Agency's health and safety requirements for building and physical premises safety, including policies and practices to protect from environmental hazards, in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(ii), §98.41(a)(2))

The Lead Agency requires:	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
<input checked="" type="checkbox"/> Fire inspection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Building inspection	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Health inspection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Inaccessibility of toxic substances policy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Safe sleep policy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Tobacco exposure reduction	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Transportation policy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Providers to submit a self-certification or complete health and safety checklist	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<input type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c) **Describe** the Lead Agency's health and safety requirements for health and safety training in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(iii), §98.41(a)(3))

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
Child Care Centers	CPR (Child Care Centers)	Current CPR Certification	Maintain CPR Certification
	First Aid (Child Care Centers)	Covered in orientation	NA
	Training on infectious diseases (Child Care Centers)	Covered in orientation	NA
	SIDS prevention (i.e., safe sleep) (Child Care Centers)	Covered in orientation	NA
	Medication administration (Child Care Centers)	Covered in orientation	NA
	Mandatory reporting of suspected abuse or neglect (Child Care Centers)	Covered in orientation	Biennial training
	Child development (Child Care Centers)	Required in entry level training that must be complete before working in a center.	NA
	Supervision of children (Child Care Centers)	Required in entry level training and covered in orientation.	NA

	Behavior management (Child Care Centers)	Required in entry level training and covered in orientation.	NA
	Nutrition (Child Care Centers)	Required in entry level training and covered in orientation.	NA
	Breastfeeding (Child Care Centers)	NA	NA
	Physical activity (Child Care Centers)	NA	NA
	Working with children with special needs or disabilities (Child Care Centers)	Covered in orientation.	NA
	Emergency preparedness and response (Child Care Centers)	Covered in orientation	NA
	Other. (Child Care Centers)	SBS prevention training is required before becoming licensed.	NA
	Describe: <a href="#">Shaken Baby Syndrome</a>		
<b>Group Home Child Care</b>	CPR (Group Home Child Care)	NA	NA
	First Aid (Group Home Child Care)	NA	NA
	Training on infectious diseases (Group Home Child Care)	NA	NA
	SIDS prevention (i.e., safe sleep) (Group Home Child Care)	NA	NA
	Medication administration (Group Home Child Care)	NA	NA
	Mandatory reporting of suspected abuse or neglect (Group Home Child Care)	NA	NA
	Child development (Group Home Child Care)	NA	NA
	Supervision of children (Group Home Child Care)	NA	NA
	Behavior management (Group Home Child Care)	NA	NA
	Nutrition (Group Home Child Care)	NA	NA

	Breastfeeding (Group Home Child Care)	NA	NA
	Physical activity (Group Home Child Care)	NA	NA
	Working with children with special needs or disabilities (Group Home Child Care)	NA	NA
	Emergency preparedness and response (Group Home Child Care)	NA	NA
	Other. (Group Home Child Care)	NA	NA
	Describe: NA		
<b>Family Child Care Providers</b>	CPR (Family Child Care Providers)	Have a CPR current certificate	Maintain current certificate for CPR
	First Aid (Family Child Care Providers)	Required in entry level training	NA
	Training on infectious diseases (Family Child Care Providers)	Required in entry level training	NA
	SIDS prevention (i.e., safe sleep) (Family Child Care Providers)	Required in entry level training.	NA
	Medication administration (Family Child Care Providers)	Required in entry level training	NA
	Mandatory reporting of suspected abuse or neglect (Family Child Care Providers)	Entry level training	Biennial training
	Child development (Family Child Care Providers)	entry level training	NA
	Supervision of children (Family Child Care Providers)	entry level training	NA
	Behavior management (Family Child Care Providers)	entry level training	NA
	Nutrition (Family Child Care Providers)	Entry level training	NA
	Breastfeeding (Family Child Care Providers)	NA	NA

	Physical activity (Family Child Care Providers)	NA	NA
	Working with children with special needs or disabilities (Family Child Care Providers)	entry level training	NA
	Emergency preparedness and response (Family Child Care Providers)	entry level training	NA
	Other. (Family Child Care Providers)	SBS prevention training required	NA
	Describe: Shaken Baby Syndrome prevention		
<b>In-Home Child Care Providers</b>	CPR (In-Home Child Care Providers)	NA	NA
	First Aid (In-Home Child Care Providers)	NA	NA
	Training on infectious diseases (In-Home Child Care Providers)	NA	NA
	SIDS prevention (i.e., safe sleep) (In-Home Child Care Providers)	Training required.	NA
	Medication administration (In-Home Child Care Providers)	NA	NA
	Mandatory reporting of suspected abuse or neglect (In-Home Child Care Providers)	NA	NA
	Child development (In-Home Child Care Providers)	NA	NA
	Supervision of children (In-Home Child Care Providers)	NA	NA
	Behavior management (In-Home Child Care Providers)	NA	NA
	Nutrition (In-Home Child Care Providers)	NA	NA
	Breastfeeding (In-Home Child Care Providers)	NA	NA



	Physical activity (In-Home Child Care Providers)	NA	NA
	Working with children with special needs or disabilities (In-Home Child Care Providers)	NA	NA
	Emergency preparedness and response (In-Home Child Care Providers)	NA	NA
	Other. (In-Home Child Care Providers)	NA	NA
	Describe: Shaken Baby Syndrome training is also required.		

d) CCDF allows Lead Agencies to exempt relative providers (grandparents, great-grandparents, siblings if living in a separate residence, aunts, and uncles) from these health and safety requirements. What are the Lead Agency's requirements for relative providers? (§98.41(A)(ii))(A))

☒ All relative providers are subject to the same health and safety requirements as described in 3.1.2a-c, as appropriate; there are no exceptions for relatives.

☐ Relative providers are NOT required to meet any health and safety requirements as described in 3.1.2a-c, as appropriate.

☐ Relative providers are subject to certain requirements.

Describe the different requirements:

e) Provide a web address for the State/Territory's health and safety requirements, if available:

Licensing Rules: <http://dcf.wisconsin.gov/childcare/licensed/Rules.HTM>; Certification Rules: <http://legis.wisconsin.gov/rsb/code/DCF/DCF202.pdf>

### 3.1.3 Enforcement of Licensing Requirements

Each Lead Agency is required to provide a detailed description of the State/Territory's licensing requirements and how its licensing requirements are effectively enforced. (658E(c)(2)(E), §98.40(a)(2)) The Lead Agency is also required to certify that that procedures are in effect to ensure that child care providers caring for children receiving CCDF services comply with the applicable health and safety requirements.

**Describe the State/Territory's policies for effective enforcement of the licensing requirements using questions 3.1.3a through 3.1.3e below.** This description includes whether and how the State/Territory uses visits (announced and unannounced), background checks, and any other enforcement policies and practices for the licensing requirements.

a) Does your State/Territory include **announced** and/or **unannounced** visits in its policies as a way to effectively enforce the licensing requirements?

- ☒ Yes. If "Yes" please refer to the chart below and check all that apply.  
☐ No.

CCDF Categories of Care	Frequency of Routine Announced Visits	Frequency of Routine Unannounced Visits
<input checked="" type="checkbox"/> Center-Based Child Care	<input type="checkbox"/> Once a Year	<input type="checkbox"/> Once a Year
	<input type="checkbox"/> More than Once a Year	<input checked="" type="checkbox"/> More than Once a Year
	<input type="checkbox"/> Once Every Two Years	<input type="checkbox"/> Once Every Two Years
	<input type="checkbox"/> Other.	<input type="checkbox"/> Other.
	Describe:	Describe:
<input type="checkbox"/> Group Home Child Care	<input type="checkbox"/> Once a Year	<input type="checkbox"/> Once a Year
	<input type="checkbox"/> More than Once a Year	<input type="checkbox"/> More than Once a Year
	<input type="checkbox"/> Once Every Two Years	<input type="checkbox"/> Once Every Two Years
	<input type="checkbox"/> Other.	<input type="checkbox"/> Other.
	Describe:	Describe:

<input checked="" type="checkbox"/> Family Child Care Home	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe:	<input checked="" type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe:
<input type="checkbox"/> In-Home Child Care	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe:	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input checked="" type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe:

b) Does your State/Territory have any of the following procedures in place for effective enforcement of the licensing requirements? If procedures differ based on the category of care, please indicate how in the "Describe" box.

☒ Yes. If "Yes" please refer to the chart below and check all that apply.

☐ No.

<b>Licensing Procedures</b>	<b>Describe</b> which procedures are used by the State/Territory for enforcement of the licensing requirements.
-----------------------------	---

The State/Territory requires providers to attend or participate in training relating to opening a child care facility prior to issuing a license.



Yes.

Describe:

Applicants for a license are required to receive pre-licensing technical assistance from an agency whose services are contracted for by the lead agency.



No.



Other.

Describe:

Licensing staff has procedures in place to address violations found in an inspection.



Providers are required to submit plans to correct violations cited during inspections.



Licensing staff approve the plans of correction submitted by providers.



Licensing staff verify correction of violation.



Licensing staff provide technical assistance regarding how to comply with a regulation.



No procedures in place.



Other.

Describe:

Clarification: Licensing staff review the plans of correction submitted by providers. Violations may also be cited during other times not just with an inspection.

Licensing staff has procedures in place to issue a negative sanction to a noncompliant facility.



Provisional or probationary license



License revocation or non-renewal



Injunctions through court



Emergency or immediate closure not through court action



Fines for regulatory violations



No procedures in place.



Other.

Describe:

The State/Territory has procedures in place to respond to illegally operating child care facilities.



Cease and desist action



Injunction



Emergency or immediate closure not through court action



Fines



No procedures in place.



Other.

Describe:

The State/Territory has procedures in place for providers to appeal licensing enforcement actions.



Yes.

Describe:

Negative sanctions are appealable through an administrative hearing process with an administrative law judge.



No.



Other.

Describe:

c) Describe what types of licensing violations, if any, would make a provider ineligible to participate in CCDF:

If a licensed provider has received a summary suspension, revocation or denial action by the licensing agency, they are now determined to be ineligible for Wisconsin Shares funding. A program is not eligible for Wisconsin Shares if it has been suspended based on suspicion of fraud.

d) Does your State/Territory use **background checks** as a way to effectively enforce the licensing requirements?

☒ Yes.

If "Yes" please use refer to the chart below to identify who is required to have background checks, what types of checks, and with what frequency. Please **also provide a brief overview** of the State/Territory's process for conducting background checks for child care. For example, describe what types of violations would make providers ineligible for CCDF, funding for background checks, and the process for providers to appeal background check findings.

DCF conducts the check on the licensee/applicant prior to initial licensure and every 3 months thereafter. Household residents age 18 and older have a background check conducted by the licensing agency every year. Programs are required to conduct background checks on all employees every year. Violations that result in a license denial, revocation or summary suspension would result in a provider being ineligible for CCDF funding. Local certifying agencies are responsible for background checks on providers.

☐ No.

CCDF Categories of Care	Types of Background Check	Frequency
-------------------------	---------------------------	-----------

<input checked="" type="checkbox"/> <b>Center-Based Child Care</b> Who is subject to background checks for center-based care? For example, director, teaching staff, non-teaching staff, volunteers: The Licencee conducts background checks on employees,	<input checked="" type="checkbox"/> Child Abuse Registry    <input checked="" type="checkbox"/> State/Territory Criminal Background    <input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)    <input checked="" type="checkbox"/> Sex Offender Registry    	<input checked="" type="checkbox"/> Initial Entrance into the System <input checked="" type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe:  <input checked="" type="checkbox"/> Initial Entrance into the System <input checked="" type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe:  <input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: FBI checks conducted at the time of initial licensure when the licensee has lived out of state within the last 3 years. For licensees currently living outside Wisconsin a FBI check is done at the time of initial licensure and annually thereafter. <input checked="" type="checkbox"/> Initial Entrance into the System <input checked="" type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other.
---	---	--

		Describe:
<input type="checkbox"/> <b>Group Child Care Homes</b> Who is subject to background checks for group homes? For example, provider, non-provider residents of the home:	<input type="checkbox"/> Child Abuse Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe:
	<input type="checkbox"/> State/Territory Criminal Background	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe:
	<input type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe:
	<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe:



<input checked="" type="checkbox"/> <b>Family Child Care Homes</b>  Who is subject to background checks for family child care homes? For example, provider, non-provider residents of the home: The licensed provider and all household members receive a background check. Provider must conduct background checks on any employees.	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System
		<input checked="" type="checkbox"/> Checks Conducted Annually
		<input type="checkbox"/> Other. Describe:
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System
		<input checked="" type="checkbox"/> Checks Conducted Annually
		<input type="checkbox"/> Other. Describe:
	<input type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Initial Entrance into the System
		<input type="checkbox"/> Checks Conducted Annually
		<input type="checkbox"/> Other.
		<input checked="" type="checkbox"/> Initial Entrance into the System
	<input checked="" type="checkbox"/> Checks Conducted Annually	
	<input type="checkbox"/> Other.	

		Describe:
<input checked="" type="checkbox"/> <b>In-Home Child Care Providers</b>	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System
Who is subject to background checks for in-home child care? For example, provider, non-provider residents of the home: Provider obly		<input type="checkbox"/> Checks Conducted Annually
		<input type="checkbox"/> Other.
		Describe:
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System
		<input type="checkbox"/> Checks Conducted Annually
		<input checked="" type="checkbox"/> Other.
		Describe:
		<a href="#">quarterly</a>
<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input checked="" type="checkbox"/> Initial Entrance into the System	
	<input type="checkbox"/> Checks Conducted Annually	
	<input checked="" type="checkbox"/> Other.	
	Describe:	
	<a href="#">Only if from out of the state.</a>	
<input checked="" type="checkbox"/> Sex Offender Registry	<input checked="" type="checkbox"/> Initial Entrance into the System	
	<input type="checkbox"/> Checks Conducted Annually	
	<input checked="" type="checkbox"/> Other.	
	Describe:	
	<a href="#">Every two years.</a>	

e) If not performing visits (announced or unannounced) or background checks, describe how the State/Territory will ensure that its licensing requirements are effectively enforced per the CCDF regulations? (658E(c)(2)(E), §98.40(a)(2)):

NA

f) Does the State/Territory disseminate information to parents and the public, including the use of on-line tools or other "search tools," about child care program licensing status and compliance records?

☒ Yes.

Describe:

The child care search web page currently contains information related to all regulated child care providers' compliance history including a summary of the violations cited and any enforcement action.

☐ No.

**3.1.4 Describe the State/Territory's policies for effective enforcement of the CCDF health and safety requirements.** For providers who care for children receiving CCDF assistance and who are NOT subject to the enforcement procedures described above for licensed providers, please describe the health and safety enforcement measures in place. Include in this description whether and how the State/Territory uses on-site visits (announced and unannounced) and background checks and any other enforcement policies and practices for the health and safety requirements.

State law (48.651 state statute) requires counties and tribes to certify providers and school-age programs that receive public funding if the provider/program is not licensed by the Department of Children and Families or operated by a public school district. The counties/tribes may make certification available to all family child care providers, whether or not public funding is involved. Certification is voluntary for providers who are not mandated by law to be licensed. The Department of Children and Families establishes the standards for child care certification while counties/tribes administer the certification program locally.

Wisconsin's Certification program is a county/tribe delivered service with state administration with the exception of the MECA (Milwaukee Early Childhood Administration). The state role in certification includes training for certifiers and tribes, providing guidance and reference to appropriate rules, statutes and information manuals when Certifiers call with questions. At the local level, counties, tribes or the designated contract agencies and MECA follow the same procedures for enforcement of safety and health requirements. DCF 202 requires a home visit at initial certification and at renewal or relocation. This means that some agencies visit providers every two years. Other agencies visit annually while others visit even more frequently. This question is asked on the certification annual survey. Previous survey summaries can be found here: <http://dcf.wisconsin.gov/childcare/certification/default.htm>

**3.1.5 Does the State/Territory encourage or require child care programs to conduct developmental screening and referral for children participating in child care programs?** Lead Agencies are not required to conduct developmental screenings of children, but are encouraged to work with child care providers to promote screening in the areas of physical health (including vision and hearing), mental health, oral health, and developmental disabilities..

☐ Yes.

Describe

a) If yes, are training, resources and supports offered to programs to assist them in ensuring that children receive appropriate developmental screenings?

☐ Yes.

Describe

☐ No

☐ Other.

Describe

b) If yes, are resources and supports provided to programs to help them understand how families are referred to indicated services and how to work with the health, mental health, and developmental disabilities agencies to support children when follow-up to screening is needed?

☐ Yes.

Describe

☐ No

☐ Other.

Describe

☒ No

☐ Other.

Describe

### 3.1.6 Data & Performance Measures on Licensing and Health and Safety

**Compliance** - What data elements, if any, does the State/Territory currently have access to related to licensing compliance? What, if any, performance measures does the Lead Agency use for ensuring health and safety? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers or school-age children).

a) **Data on licensing and health and safety.** Indicate if the Lead Agency or another agency has access to data on:

☒ Number of licensed programs.

Describe (optional):

[Data are kept on all regulated programs.](#)

☐ Numbers of programs operating that are legally exempt from licensing.

Describe (optional):

☒ Number of programs whose licenses were suspended or revoked due to non-compliance.

Describe (optional):

[Data are kept on all regulated programs.](#)

☐ Number of injuries and fatalities in child care as defined by the State/Territory.

Describe (optional):

☒ Number of monitoring visits received by programs.

Describe (optional):

[Data are kept on all licensed programs.](#)

☒ Caseload of licensing staff.

Describe (optional):

Data are kept on all licensed programs.

☒ Number of programs revoked from CCDF due to non-compliance with health and safety requirements.

Describe (optional):

DCF keeps track of the number of facilities that are closed by an official action of the state.

☐ Other.

Describe:

☐ None.

b) **Performance measurement.** What, if any, performance measures does the State/Territory use in its licensing system to monitor compliance with CCDF health and safety requirements?

All licensing rules are monitored for compliance during a two year period.

c) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to licensing and health and safety? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

DCF continues to evaluate internal procedures and makes adjustments as necessary.

**3.1.7 Goals for the next Biennium** - In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies are not required to establish a goal for each sub-section of 3.1. What are the Lead Agency's goals for the licensing and health and safety system in the coming biennium? What progress does the State/Territory expect to make on core areas (e.g. licensing standards, monitoring visits or other effective enforcement, improved technical assistance, or fewer serious non-compliances?)

The Bureau of Early Care Regulation has established the following overall goal - "Children are safe in licensed and certified child care and education settings." To measure progress on this goal, BECR will continue to follow relevant administrative rules, monitor and investigate complaints, conduct background checks as needed and issue enforcement actions and related actions to ensure compliance with licensing.

### **3.2 Establishing Voluntary Early Learning Guidelines (Component #2)**

For purposes of this section, voluntary early learning guidelines include the expectations for what children should know (content) and be able to do (skills). The term *early learning guidelines* (ELGs) refers to age-appropriate developmental learning guidelines for infants and toddlers and school-age children. These guidelines are voluntary in that States/Territory are not mandated to develop such guidelines or implement them in a specified manner.

#### **3.2.1 Has the State/Territory developed voluntary early learning guidelines for children? Check any early learning guidelines the State/Territory has developed.**

- ☒ Birth-to-three
- ☒ Three-to-five
- ☐ Five years and older
- ☐ None. **Skip to 3.2.6.**

If yes, insert web addresses, where possible:

<http://www.collaboratingpartners.com/wmels-about.php>

Which State/Territory agency is the lead for the early learning guidelines?

DCF works with Department of Health Services and Department of Public Instruction for information dissemination and training on the Wisconsin Model Early Learning Standards (WMELS).

**3.2.2 Do the early learning guidelines cover a range of domains across physical, cognitive, and social and emotional development?** Check all that apply for each age group as applicable in the chart below. Because States vary in their domain names and which domains to include, we have used the domains identified in the Head Start Child Development and Early Learning Framework for reference purposes.

<b>Domains</b>	<b>Birth-to-Three ELGs</b>	<b>Three-to-Five ELGs</b>	<b>Five and Older ELGs</b>
Physical development and health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Social and emotional development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Approaches to learning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Logic and reasoning (e.g., problem-solving)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Language development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Literacy knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mathematics knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Science knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Creative arts expression (e.g., music, art, drama)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Social studies knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
English language development (for dual language learners)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
List any domains not covered in the above:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3.2.3 To whom are the early learning guidelines disseminated and in what manner?

Check all audiences and methods that your State/Territory has chosen to use in the chart below.

	Information Dissemination	Voluntary Training	Mandatory Training
Parents in the child care subsidy system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Parents using child care more broadly	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in child care centers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Providers in family child care homes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in Head Start	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in Early Head Start	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in public Pre-K program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in elementary schools	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



Other. List:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------	--------------------------	--------------------------	--------------------------

**3.2.4 Are voluntary early learning guidelines incorporated into other parts of the child care system?** Check which ways, if any, the State/Territory incorporates its early learning guidelines into other parts of the child care system.

- ☐ To define the content of training required to meet licensing requirements
- ☐ To define the content of training required for program quality improvement standards (e.g., QRIS standards)
- ☐ To define the content of training required for the career lattice or professional credential
- ☐ To require programs in licensing standards to develop curriculum/learning activities based on the voluntary ELGs
- ☒ To require programs in quality improvement standards to develop curriculum/learning activities based on the voluntary ELGs
- ☐ To develop State-/Territory -approved curricula
- ☐ Other.  
List:

☐ None.

**3.2.5 Are voluntary early learning guidelines aligned with into other parts of the child care system?** Check the standards, if any, with which the State/Territory aligns its early learning guidelines.

- ☒ Cross-walked to align with Head Start Outcomes Framework
- ☒ Cross-walked to align with K-12 content standards
- ☐ Cross-walked to align with State/Territory pre-k standards
- ☐ Cross-walked with accreditation standards
- ☐ Other.  
List:

☐ None.

**3.2.6 Describe how your State/Territory uses ongoing assessments and measures of school readiness assessment using the following series of questions.** In this section, assessment is framed with two distinct purposes/tools - 1) ongoing assessment of children's progress within the classroom to improve and individualize instruction (this

corresponds to 3.2.6a) and 2) assessments conducted at kindergarten entry to inform policymakers about the school readiness of children across the State on a broad range of domains, used to guide program initiatives (this corresponds to 3.2.6b).

In the description for each Yes response, please include a) who administers, and b) how often assessments are conducted, and c) what assessment tools are used.

a) Are programs required to conduct ongoing assessments of children's progress of children using valid, reliable and age-appropriate tools aligned with the early learning guidelines or other child standards?

☐ Yes.

Describe:

b-1) If yes, are programs encouraged to use information from ongoing assessments to improve practice and individual children's needs?

☐ Yes.

Describe:

☐ No

☐ Other.

Describe:

Progress may be reported in different programs but is not required. As described earlier, programs will earn points for voluntarily aligning their curriculum with the Wisconsin Model Early Learning Standards as described in the point detail under learning environment and curriculum point options - [http://dcf.wisconsin.gov/youngstar/pdf/point\\_detail.pdf](http://dcf.wisconsin.gov/youngstar/pdf/point_detail.pdf)

b-2) If yes, is information on child's progress reported to parents?

☐ Yes.

Describe:

☐ No

☐ Other.

Describe:

☐ No

☐ Other.

Describe:

b) Does the State/Territory use tools that are valid, reliable and age-appropriate to track the readiness of children as they enter kindergarten?

☐ Yes.

Describe:

c-1) If yes, do the tools cover the developmental domains identified in 3.2.2?

☐ Yes.

Describe:

☐ No

☐ Other.

Describe:

c-2) If yes, are the tools used on all children or samples of children?

☐ All children.

Describe:

☐ Samples of children.

Describe:

☐ Other.

Describe:

c-3) If yes, is the information from the school readiness measures used to target program quality improvement activities?

☐ Yes.

Describe:

☐ No

☐ Other.

Describe:

☐ No

☐ Other.  
Describe:

c) Is school readiness information linked to the statewide longitudinal data system (SLDS, program of the Department of Education)?

☐ Yes.

Describe:

Wisconsin is in the initial stages of implementing a longitudinal data system for early care and education under the leadership of the Department of Public Instruction. DCF hopes to have access to these kinds of measures in the future.

☐ No

☐ Not applicable. State does not have an SLDS.

### **3.2.7 Data & Performance Measures on Voluntary Early Learning Guidelines** (Click for additional instructions)

a) **Data on voluntary early learning guidelines.** Indicate if the Lead Agency or another agency has access to data on:

☒ Number/percentage of child care providers trained on ELG's for preschool aged children.  
Describe (optional):

Information on the number of individuals trained in WMELS is available at:  
<http://www.collaboratingpartners.com/documents/Final2010WMELSQ4Summary.doc>

☐ Number/percentage of child care providers trained on ELG's for infants and toddlers.  
Describe (optional):

☐ Number of programs using ELG's in planning for their work.  
Describe (optional):

☐ Number of parents trained on or served in family support programs that use ELG's.  
Describe (optional):

☐ Other.  
Describe:

☐ None.

b) **Performance measurement.** What, if any, are the Lead Agency's performance measures related to dissemination and implementation of the early learning guidelines?

DCF and partner agencies offering the Wisconsin Model Early Learning Standards are looking to increase the availability of training and the use of WMELS in early childhood settings across the state.

c) **Evaluation.** What are the State/Territory's plans, if any, for evaluation related to early learning guidelines? Evaluation can include efforts related to monitoring implementation of an initiative validation of standards or program assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

Wisconsin will continue to track the number of providers and individuals who are trained in WMELS in early childhood settings and in programs that are participating in the YoungStar program.

### 3.2.8 Goals for the next Biennium -

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). What are the Lead Agency's goals for using voluntary early learning guidelines in the coming biennium? What progress does the Lead Agency expect to make related to early learning guidelines?

- Continuing to make available early learning guideline training to all sectors of the early childhood community through connecting WMELS to the Collaborating Partners and Governor's Early Childhood Advisory Council (ECAC) collaborative training structure and to a potential Wisconsin application for the Race to the Top Early Learning Challenge Fund.
- Connecting WMELS to the roll out of YoungStar, DCF will work to continue to educate providers and parents about WMELS so that more parents understand the importance of these guidelines being utilized in child care settings.
- Supporting expanded WMELS training through the ECAC.

### **3.3 Creating Pathways to Excellence for Child Care Programs through Program Quality Improvement Activities (Component #3)** (Click for additional instructions)

a) Describe which entities are involved in planning and administering the program quality improvement activities in 3.3, including State/Territory entities and local or community level entities.

DCF is taking the lead in implementing quality improvement activities in Wisconsin. At the state level, the Division has been reorganized to have all the programs focused on quality in one bureau, the Bureau of Quality Improvement. See [http://dcfweb/hr/org\\_charts/pdf/dece.pdf](http://dcfweb/hr/org_charts/pdf/dece.pdf) for new structure. In addition, DCF is coordinating overall quality goals with that of the ECAC to ensure coordination across departments in setting and achieving goals for quality early care and education.

#### **Bureau of Quality Improvement**

**Mission:** The mission of the Bureau of Quality Improvement (BQI) is to provide access to affordable, high-quality child care and early education experiences, to enhance children's development and to support their families in work and parenting roles.

**Goal:** Families will have access to quality early care and education.

The Bureau of Quality Improvement (BQI) administers the YoungStar initiative and a series of contracts and programs to increase the quality and supply of child care services statewide. There are six main program areas:

- 1.YoungStar, the Wisconsin Quality Rating and Improvement System
- 2.Professional Development
- 3.Child Care Information Center
- 4.Scholarship and Bonus Program
- 5.Child Care Resource and Referral
- 6.Training and Technical Assistance

YoungStar is DCF's five-star quality rating and improvement system for child care in Wisconsin. Children who participate in quality early childhood programs get a strong start in education and development, the springboard to future success. YoungStar will improve child care throughout the state, make it easier for parents to choose the best child care for their children, and link child care provider quality to payments from the Wisconsin Shares program.

YoungStar sets a five-star rating system for child care providers based on education, learning environment, business practices, and the health and well being of children. Through this rating system the state will address several key issues in Wisconsin's child care system. It will:

- Improve the overall quality of child care
- Create a clear, understandable tool for parents to choose quality child care
- Create incentives for providers to improve services, particularly for low-income children
- Establish a connection between child care quality and the rate of Wisconsin Shares payments
- Help prevent fraud in the Wisconsin Shares system

Other quality initiatives focus on attracting and retaining qualified child care staff, increasing the availability of child care services to families in need, providing training, technical assistance and professional development. These initiatives are implemented primarily through grants to private non-profit agencies.

Wisconsin addresses the quality and availability of child care through a major quality child care initiative,

a statewide child care resource and referral network, and proactive licensing and monitoring.

## **YoungStar: Quality Rating and Improvement System**

YoungStar - <http://dcf.wisconsin.gov/youngstar/default.htm>- is the Department's new five-star quality rating and improvement system for early care and education in Wisconsin. Implementation began in November, 2010. The rating scale is a five-star system, which uses compliance with existing child care regulations as a starting point. All regulated programs that apply receive a minimum of one star, but in order to obtain two or more stars, programs must be in compliance with licensing or certification rules. Stars 2-5 are achieved on the basis of the total number of points earned in a 40 point quality indicator system. Points can be earned in the following four categories: educational qualifications; learning environment and curriculum; professional practices; and health and well-being.

To advance in the rating system, providers are required to reach designated minimum levels. These minimums ensure that points are not accumulated entirely in one category, while other quality indicators are ignored. Beyond the designated minimum requirements, providers have options of accumulating points in different facets of their child care program operations. All participating programs are eligible for a menu of technical supports to improve the quality of the child care program and advance in the star system. Ratings will take place on an annual basis. A limited number of exceptions will be made to allow rating changes when major milestones are achieved, such as: a program becoming accredited, a family child care director earning a degree, or a significant percentage of classroom teachers in a group center increasing their education.

YoungStar is administered by six Regional Offices geographically based on the Department's regional structure. Through a Request for Proposal (RFP) process, the Department selected a consortium made up of the Supporting Families Together Association, the Wisconsin Early Childhood Association, and the Celebrate Children Foundation to be contractually responsible for administering YoungStar. The Celebrate Children Foundation - <http://celebrate-children.org/>- is a philanthropic arm of the Wisconsin Children's Trust Fund and has been brought into the partnership with the intent of generating private funding to add to the public resources for YoungStar to build quality.

Beyond rating, the Regional Offices are responsible for providing technical assistance to providers seeking to improve and administering micro-grants to providers for improvements required to advance in the rating system. They coordinate closely with certifying and licensing entities to ensure that programs are in regulatory compliance and that all available data is being taken into account. Finally, YoungStar Regional Offices are responsible for sharing information with parents and the public about child care providers.

Wisconsin law establishes base reimbursement rates in Wisconsin Shares. Beginning in FY 2012, the Department proposes that quality incentive payments in the Wisconsin Shares program beyond the base would be linked directly to the quality of the provider. By creating this link in FY 2012 (July 1, 2011 to June 30, 2012), providers will have time to access training and technical assistance and be rated before their payments are affected. Wisconsin's five year plans spells out the full details of the plan for QRIS - [http://dcf.wisconsin.gov/youngstar/pdf/101122\\_youngstar\\_5\\_year\\_plan.pdf](http://dcf.wisconsin.gov/youngstar/pdf/101122_youngstar_5_year_plan.pdf)

## **Professional Development**

**Training/Trainer Approval System Development:** Continue the development of the Trainer, Training and Technical Consultant Approval System. Finish the Registry computer system to register sponsors, register trainers and technical consultants and increase tracking ability for all Wisconsin early care and education training initiatives.

**Core competencies:**Provide lead expertise and policy interpretation when meeting with the Wisconsin Technical College System to develop early childhood education core competencies and develop articulation agreements among and between technical schools, private colleges and the University of Wisconsin System. Provide expertise in the development, collaborative facilitation, and delivery of credit-based instruction in non-traditional formats. DCF collaborates with Department of Public Instruction, Department of Health Services, and private agencies and associations to ensure coordination of all efforts for these initiatives.

**Wisconsin Early Childhood Collaborating Partners:**Described in sections 1.4 and 1.5.1, this umbrella group is now serving as a key advisory and workgroup of the Governor's Early Care Advisory Council. Leadership for the group is provided by early childhood staff in the Department of Public Instruction, child care professional associations, the Wisconsin Head Start Association, the Wisconsin Manufacturers and Commerce Association, the Wisconsin Education Association, the Bureau of Quality Improvement, and others. Priority areas identified for focus in the next two years are in alignment with the ECAC priorities and include the following:

- Develop and implement effective approaches to address health disparities due to income, race, and ethnicity.
- Increase the understanding of parents, caregivers and professionals to support the social and emotional well-being of young children.
- Build on and coordinate existing professional development structures to create a system to train teachers, caregivers, and other providers to facilitate children's competencies in all areas of development.
- Continue to support early learning through state Early Head Start/Head Start, four-year-old kindergarten, and inclusive programming for children with disabilities.
- Work through YoungStar to reward high quality programs and improve the quality of care and education.
- Expand high quality parenting programs linked to early care and education settings.
- Increase the economic security and stability of vulnerable families through improved access to and communication about the economic support benefits for which they are eligible.
- Create a comprehensive screening and assessment system to identify children's individual development needs and to facilitate referrals to appropriate services.

### **Wisconsin Child Care Information Center (WCCIC)**

WCCIC is a specialized child care library and information clearinghouse which provides audio-visual and printed materials to child care providers, organizations, and trainers throughout Wisconsin. In the most recent federal fiscal year, 1,950 books and videos on loan and 119,570 free articles and brochures to keep were requested from CCIC by customers. A further 484,200 resources were viewed and/or



## Scholarship and Bonus Program

**T.E.A.C.H. Early Childhood ® WISCONSIN** Scholarship Program for Professional Development is a scholarship and bonus program for child care workers (Wisconsin Early Childhood Association). It links training, compensation and commitment to improving the quality of early childhood care and education experiences for young children and their families. This program has provided 8,051 scholarships to 4,654 recipients since it began in 1999.

**R.E.W.A.R.D.™ WISCONSIN Stipend Program** (Rewarding Education with Wages and Respect for Dedication) is a compensation initiative that rewards workers in the child care and early education field who have reached specified educational levels and stay in the field (Wisconsin Early Childhood Association). This initiative provided 1,971 stipends for a total of \$1,600,000 in the last contract period.

### Child Care Resource and Referral

The Department contracts with the **Supporting Families Together Association (SFTA)** for child care resource and referral services. Child care resource and referral agencies help parents find and select child care, develop new child care services where needed, support and help sustain existing child care services, identify local child care needs and resources, and provide public information about child care. Wisconsin has 8 SFTA regions to provide services throughout the state. Annual grants are based on the number of counties served and population. Statewide during 2009, CCR&Rs provided over 16,000 referrals for over 26,000 children, made approximately 50,000 contacts and consultations with child care programs, and provided over 1,300 trainings to 22,000 participants.

### Training and Technical Assistance

**Training and Technical Assistance:** The Bureau of Quality Improvement contracts for a number of training and technical assistance projects that include:

- **The Registry:** A career level system that recognizes the professional achievements of the childhood care and education profession in Wisconsin. The Registry documents verified formal and informal education on individuals in the early care and education workforce. The Registry's key role in YoungStar verifying education is described in detail later in the QRIS section of the plan.
- **Wisconsin Model Early Learning Standards:** The SFTA coordinates with agencies to facilitate the delivery of the full training package of the Wisconsin Model Early Learning Standards (WMELS) across the state. CCR&R agencies identify the specific training needs within their individual service delivery areas to determine what format of WMELS training delivery is best. During 2010, SFTA partnered in WMELS training delivery to 1,100 providers.
- **Inter-Tribal Child Care Project:** The Project is directly managed by Northwest Connections Family Resources through their own staff, including a Tribal liaison. The Project works collaboratively with the Wisconsin Inter-Tribal Child Care Association through quarterly meetings and biweekly conference calls. The Inter-Tribal Child Care Project focuses on quality improvement of Tribal Child Care programs and outreach, networking and collaboration among various Tribal Early Care and Education and School-Age programs.

## 3.3.1 Element 1 - Program Standards

**Definition** - For purposes of this section, program standards refers to the expectations for quality, or quality indicators, which identify different levels of and pathways to improved quality. Minimum licensing standards and health and safety requirements provided in section 3.1 are also program standards but in this section, we focus on those

standards that build upon and go beyond those minimum requirements.

a) Does your State/Territory's have quality improvement standards that include indicators covering the following areas beyond what is required for licensing? Check any indicators, if any, that your State/Territory has chosen to establish.

- ☐ Ratios and group size
- ☒ Health, nutrition and safety
- ☒ Learning environment and curriculum
- ☒ Staff/Provider qualifications and professional development
- ☒ Teacher/providers-child relationships
- ☒ Teacher/provider instructional practices
- ☒ Family partnerships and family strengthening
- ☒ Community relationships
- ☒ Administration and management
- ☒ Developmental screenings
- ☒ Child assessment for the purposes of individualizing instruction and/or targeting program improvement
- ☒ Cultural competence
- ☒ Other.

Describe:

Wisconsin's YoungStar quality rating and improvement system has four broad categories where programs can accumulate points: education, learning environment and curriculum, business and professional practices, and health and well-being. Those four areas encompass the above indicators. Wisconsin's point detail document referenced earlier describes how each of these areas is covered in Wisconsin's QRIS, YoungStar -[http://dcf.wisconsin.gov/youngstar/pdf/point\\_detail.pdf](http://dcf.wisconsin.gov/youngstar/pdf/point_detail.pdf).

Additionally, DCF has developed guidelines for both group -  
[http://dcf.wisconsin.gov/youngstar/pdf/evaluation\\_criteria\\_group.pdf](http://dcf.wisconsin.gov/youngstar/pdf/evaluation_criteria_group.pdf)

and family providers –[http://dcf.wisconsin.gov/youngstar/pdf/evaluation\\_criteria\\_family.pdf](http://dcf.wisconsin.gov/youngstar/pdf/evaluation_criteria_family.pdf)

about how those points will be verified by technical consultants and observation raters who are located in YoungStar regional offices.

☐ None. If checked, **skip to 3.3.2.**

b) Does your State/Territory have quality improvement standards with provisions about the care of any of these groups of children? Check any provisions your State/Territory has chosen to establish.

- ☒ Children with special needs as defined by your State/Territory
- ☒ Infants and toddlers
- ☒ School-age children
- ☒ Children who are dual language learners
- ☐ None

c) How do your State/Territory's quality standards link to State/Territory licensing requirements? Check any links between your State/Territory's quality standards and licensing requirements.

- ☒ Licensing is a pre-requisite for participation
- ☐ Licensing is the first tier of the quality levels
- ☐ State/Territory license is a "rated" license.
- ☐ Other.

Describe:

Licensing and certification are required for participation in YoungStar.

- ☐ Not linked.

d) Do your State/Territory's quality improvement standards align with or have reciprocity with any of the following standards? Check any alignment, if any, between your State/Territory's quality standards and other standards.

- ☐ Programs that meet State/Territory pre-k standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or there is a reciprocal agreement between pre-k and the quality improvement system)
- ☒ Programs that meet Federal Head Start Performance Standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or there is a reciprocal agreement between Head Start and the quality improvement system)
- ☒ Programs that meet national accreditation standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or an alternative pathway to meeting the standards)
- ☒ Other.

Describe:

Wisconsin has established an alternate path for Head Start programs to achieve a 5 star status if their most recent ACF triennial review for performance standards has no deficiencies. Additionally, Wisconsin accepts the National Association for the Education of Young Children (NAEYC) Accreditation, National Accreditation Commission (NAC) and the City of Madison's accreditation program as alternative pathways to five stars for group centers. For family child care, the National Association for Family Child Care and the City of Madison Satellite Program for family child care are accepted as alternate paths to a four star status.

- ☐ None.

### 3.3.2 Element 2 - Supports to Programs to Improve Quality

**Definition** - For purposes of this section, supports to programs to improve quality refers to such activities as technical assistance and consultation services for programs to assist in meeting child care quality improvement standards.

a) Check which types of and for what purposes the State/Territory uses supports to child care programs, if any, in the following chart. If none, **skip to 3.3.3.**

☐ None. **skip to 3.3.3.**

Types and Purposes of Support	Information or Written Materials	Training	On-Site Consultation
<input checked="" type="checkbox"/> Attaining and maintaining licensing compliance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Attaining and maintaining quality improvement standards beyond licensing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Attaining and maintaining accreditation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Providing targeted technical assistance in specialized content areas:			
Health and safety	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Infant/toddler care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
School-age care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Inclusion	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teaching dual language learners	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Mental health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Business management practices	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other. Describe: <div></div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b) Methods used to customize quality improvement supports to the needs of individual programs include:

☒ Program improvement plans

☒ Technical assistance on the use of program assessment tools

☐ Other.

Describe:

c) Is technical assistance linked to entering the QRIS or targeted to help programs forward on QRIS?

☒ Yes.

Describe:

The goal of the QRIS technical assistance is to assist programs once they are enrolled in the QRIS program. A detailed description of how a program applies to YoungStar and their options can be found at:

[http://www.dcf.wisconsin.gov/youngstar/pdf/top\\_six.pdf#one](http://www.dcf.wisconsin.gov/youngstar/pdf/top_six.pdf#one)

In a program application a provider may request an automated rating, a technical rating, or a formal rating with observation. Programs may request an automated rating that requires no on-site verification, simply an automated verification of education - which DCF has established through an automated link to the Registry - and evidence that both participation form and Wisconsin Shares contract are filled out accurately and completely. This program could request technical assistance but the assistance would occur *after* their rating. The steps for the technical rating and observation rating are spelled out in the above link. If a program applies for a technical rating, they would receive some or all of their technical assistance *before* their program rating.

Services are currently geared toward providing outreach and support to programs that are enrolling in YoungStar and efforts are now being ramped up to offer technical assistance to those who have requested it. Continuing technical assistance will be customized based on a program's need. It will begin with the technical consultant and child care provider working on a quality improvement plan to guide future efforts.

Programs that meet the required thresholds for four and five stars in each of the areas where points are accumulated (see point detail - [http://dcf.wisconsin.gov/youngstar/pdf/point\\_detail.pdf](http://dcf.wisconsin.gov/youngstar/pdf/point_detail.pdf) and minimum point requirements document - [http://www.dcf.wisconsin.gov/youngstar/pdf/minimum\\_points\\_required.pdf](http://www.dcf.wisconsin.gov/youngstar/pdf/minimum_points_required.pdf)) are eligible to request a formal rating observation. These programs will be assisted through technical consultation in preparing for a formal rating observation that includes an early childhood environment rating observation using the tool appropriate for each setting.

Wisconsin's approach is still relatively new and recent budget proposal changes may have an impact. In particular, the budget proposal changes the Wisconsin Shares reimbursement for Star 2 from staying at the same level to reducing payments by 5%, which may result in more providers selecting a technical rating. Outreach began in November, 2010 so it is difficult to predict how this will roll out at this early stage in implementation.

☐ No

☐ Other.

Describe:

### 3.3.3 Element 3 - Financial Incentives and Supports

**Definition** - For purposes of this section, financial incentives refers to the types of monetary supports offered to programs in meeting and sustaining licensing and QRIS or other child care quality improvement standards for programs.

a) Identify which types of financial incentives are offered and to which providers in the following chart. Check which incentives and supports, if any, the State/Territory chooses to offer. If none, **skip to 3.3.4.**

☐ None. **skip to 3.3.4.**

Types of Financial Incentives and Supports for Programs	Child Care Centers	Child Care Homes	License-Exempt Providers
<input type="checkbox"/> Grants to programs to meet or maintain licensing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Grants to programs to meet QRIS or similar quality level	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> One-time awards or bonuses on completion of quality standard attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Tiered reimbursement tied to quality for children receiving subsidy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> On-going, periodic grants or stipends tied to maintaining quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/> Tax credits tied to meeting program quality standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3.3.4 - Element 4 - Quality Assurance and Monitoring

**Definition** - For purposes of this section, quality assurance and monitoring refers to the ways that the State/Territory measures program quality for the purposes of its QRIS or other quality improvement system and the methods for measuring that the child care quality improvement standards for programs are met initially and maintained over time.

a) What tools, if any, does the State/Territory use to measure and monitor the quality of programs? Check all that apply and briefly describe using the chart below, including which programs are required to participate and the frequency of assessments. **If none, skip to 3.3.5.**

☐ None. **skip to 3.3.5.**

Types of Program Quality Assessment Tools	Child Care Centers	Child Care Homes	License-Exempt Providers
<input checked="" type="checkbox"/> Environment Rating Scales (e.g., ECERS, ITERS, SACERS, FDCRS) Describe, including frequency of assessments. <a href="http://www.dcf.wisconsin.gov/youngstar/pdf/minimum_points_required.pdf">Once annually for programs who can demonstrate they meet minimum requirements for Star 4 programs – see  http://www.dcf.wisconsin.gov/youngstar/pdf/minimum_points_required.pdf)</a> <a href="#">Services to school age child care programs will begin in 2012.</a>	<input checked="" type="checkbox"/> Infant/Toddler <input checked="" type="checkbox"/> Preschool <input checked="" type="checkbox"/> School-Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Classroom Assessment Scoring System (CLASS) Describe, including frequency of assessments. <a href="#">This instrument maybe used in QRIS and is a voluntary option. It would be dependent on programs as to how frequently it would be used.</a>	<input checked="" type="checkbox"/>	N/A	<input type="checkbox"/>

<input checked="" type="checkbox"/> Program Administration Scale (PAS) for child care centers or Business Administration Scale (BAS) for family child care homes Describe, including frequency of assessments. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Parts of the PAS and BAS will be used as portions of their annual assessment to inform center business and professional practices. The full instrument is not being utilized uniformly in the QRIS. </div>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Customized instrument, including submission of written documentation, developed for State/Territory quality improvement system. This may include instruments developed for quality improvements in 21st Century Learning Center programs Describe, including frequency of assessments. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> DCF has developed a voluntary self assessment tool for use by programs to begin the process of developing their quality improvement plan in YoungStar. The family child care tool can be found at:   <a href="http://www.dcf.wisconsin.gov/youngstar/optional_self_assessment_tools_for_family_providers.htm">http://www.dcf.wisconsin.gov/youngstar/optional_self_assessment_tools_for_family_providers.htm</a>   The group self assessment tool can be found at:  <a href="http://www.dcf.wisconsin.gov/youngstar/optional_self_assessment_tools_for_group_providers.htm">http://www.dcf.wisconsin.gov/youngstar/optional_self_assessment_tools_for_group_providers.htm</a>   Additionally, DCF is in the process of developing a model that will be specific to school-age child care. These programs will be incorporated into Wisconsin's system in July, 2012. </div>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe: <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b) What steps, if any, has the State/Territory taken to align quality assurance and monitoring across funding streams and sectors in order to minimize duplication?

- ☐ Have a mechanism to track different quality assessments/monitoring activities to avoid duplication
- ☐ Include QRIS or other quality reviews as part of licensing enforcement
- ☒ Have compliance monitoring in one sector (e.g., Head Start/Early Head Start, State/Territory pre-k) serve as validation for compliance with quality improvement system (e.g., QRIS) without further review
- ☒ Have monitoring for meeting accreditation standards serve as validation for compliance with quality improvement system (e.g., QRIS) without further review



☒ Other.  
Describe:

The umbrella group of Wisconsin Early Childhood Collaborating Partners, staffed primarily by the Department of Public Instruction, has been working for a number of years on braided funding to weave together several funding sources to support early care and education at a broader level than just quality assurance and monitoring. Efforts utilize the support of three state departments and five different federal funding streams including: the Department of Public Instruction that incorporates funding from IDEA, McKinney Vento, Professional Development Grants; the Department of Children and Families (DCF) funding comes from CCDF and from the Head Start Collaboration Project; and the Department of Health Services provides support from the Early Childhood Comprehensive Systems grant to support the work of Collaboration Coaches. Their role is to assist new, emerging and established collaborative efforts by bringing together key partners in the early childhood system and providing technical assistance, resources and support to help local efforts such as collaborative four-year-old kindergarten programs, cross-sector training in WMELS, Strengthening Families training, support for training and implementation of the Center for the Social and Emotional Foundations for Early Learning (CSEFEL) Pyramid Model.

☐ None.

### 3.3.5 - Element 5 - Outreach and Consumer Education

**Definition** - For purposes of this section, outreach and consumer education refers to the strategies used to promote the child care quality improvement standards to parents, programs and the general public.

a) Does the State/Territory use symbols or simple icons to communicate levels of quality for child care programs beyond what may be communicated to parents about licensing status and licensing compliance as reported in 3.1.3? (e.g. stars, or gold/silver/bronze levels).

☒ Yes. If yes, how is it used?



Resource and referral/consumer education services use with parents seeking care



Parents enrolling in child care subsidy are educated about the system and the quality level of the provider that they are selecting



Searchable database on the web



Voluntarily, visibly posted in programs



Mandatory to post visibly in programs



Used in marketing and public awareness campaigns



Other.

Describe:

Resource and Referral agencies in Wisconsin are also functioning as the YoungStar regional offices. They will continue their referral function sharing information about YoungStar.  
<https://dcfyoungstar.wisconsin.gov/Public/Facility/Search.aspx>

This public web search was revamped to include links to Wisconsin's licensing database - accessible at: <http://dcf.wisconsin.gov/childcare/licensed/search.HTM> and the database for certified programs (information was not previously online for certified programs). The online system became available June, 2011 and includes all regulated child care information stored in one database with key elements linked to regulation and YoungStar accessible to the public. YoungStar Regional Offices are working with DCF to promote the use of the public website for YoungStar for parents and more specific plans around parent engagement are spelled out in the five year plan that include: educational seminars, collaborations with community agencies such as hospitals and birthing groups, phone and walk-in consultations, playgroups, support groups, lending libraries, community events and fairs. Each YoungStar Regional Office will collaborate with the area Family Resource Centers to access a wide range of family and child-centered services that will compliment and enhance the YoungStar program. Local organizations will also disseminate information on YoungStar through their websites, newsletters, and listservs. It will also be important to connect with Workforce Development Boards, W-2 and One Stop/Job Centers to get information in the hands of job seekers and to work within the Department and the community to cultivate media opportunities to highlight the new approach.

Key child care organizations to be involved in the dissemination effort will include: Supporting Families Together Association, Wisconsin Early Childhood Association, Wisconsin Child Care Administrators Association, Wisconsin Family Child Care Association, Early Learning Coalition, Wisconsin Early Childhood Collaborating Partners, institutions of higher education, W-2 Agencies, County Social Services, Child Care Licensing and Regulatory Agencies, and the Black Child Development Institute. Additionally, a more robust communication effort will be rolled out later in 2011 as YoungStar is more fully implemented. Part of this will be a social marketing media campaign designed to increase understanding of YoungStar as well as assist parents in better understanding why it is important to choose high quality care and education.



No. If no, **skip to 3.3.6.**

b) Does the State/Territory use any forms of media to reach parents and the public to communicate about levels of quality for child care programs? Check which forms, if any, the State/Territory uses to communicate levels of quality for child care programs.



Print



Radio



Television



Web



Telephone



Social Marketing



Other.

Describe:

Each CCR&R agency has developed outreach specific to the cultural and linguistic populations in their area. Many CCR&R offices have bilingual staff or access to translation services. The YoungStar marketing campaign will also assist in identifying cultural and language needs and develop products and strategies to enhance this outreach. Material for licensing, certification, Wisconsin Shares and the YoungStar program continue to be translated for use by linguistically diverse populations.



None.

c) Describe any targeted outreach for culturally and linguistically diverse families.

Each CCR&R agency has developed outreach specific to the cultural and linguistic populations in their area. Many CCR&R offices have bilingual staff or access to translation services. The YoungStar marketing campaign will also assist in identifying cultural and language needs and develop products and strategies to enhance this outreach. Material for licensing, certification, Wisconsin Shares and the YoungStar program continue to be translated for use by linguistically diverse populations.

### 3.3.6. Quality Rating and Improvement System (QRIS)

a) **Based on the five key elements of a QRIS described above in 3.3.1 through 3.3.5,** does your State/Territory have a quality rating and improvement system (QRIS) or similar quality improvement system in place?



Yes, the State/Territory has a QRIS or similar quality improvement system that

includes linked activities in all five elements operating State/Territory-wide.



Participation is voluntary for:

all regulated child care programs



Participation is mandatory for:

child care programs who receive subsidy through the Wisconsin Shares Program

☐ Yes, the State/Territory has a QRIS or similar quality improvement system that includes linked activities in all five elements operating as a pilot or in a few localities but not State/Territory-wide.

☐ No, the State/Territory does not have a QRIS or similar quality improvement system that includes linked activities in all five elements.

☐ State/Territory is in the development phase

☐ State/Territory has no plans for development



Other.

Describe:

b) If yes to 3.3.6a, **CHECK** the types of providers eligible to participate in the QRIS:



Child care centers



Group child care homes



Family child care homes



In-home child care



License exempt providers



Early Head Start programs



Head Start programs



Pre-kindergarten programs



School-age programs



Other.

Describe:

[School age programs are scheduled to begin participating in YoungStar in 2012.](#)

**3.3.7. If the State/Territory has or will have any quality improvement strategies for targeted groups of providers (e.g., relative caregivers or caregivers who are legally exempt from licensing) that are not described in your responses to any question in section 3.3 above,**

**please describe:**

[All efforts are described in earlier sections of 3.3.](#)

**3.3.8 Data & Performance Measures on Program Quality** (Click for additional instructions)

a) Data on program quality. Indicate if the Lead Agency or another agency has access to data on:



Data on the quality level for individual programs (e.g. QRIS level) as defined by your State/Territory.

Describe:

[Data on the quality level for individual programs \(e.g. QRIS level\) as defined by your State/Territory.](#)  
Describe:

[Because the program began in November, 2010, there is only initial data on the number of programs at each level. As of July 1, 2011 the number of programs that have applied and have been rated are as follows.](#)

- 4,220 providers have submitted complete applications.
- 2,610 applications are pending
- 10 programs are rated as 1 Star
- 1,277 programs are rated as 2 Star
- 47 programs are 4 Star
- 182 programs are 5 Star



Number of programs that move program quality levels annually (up or down).

Describe:



Program scores on program assessment instruments.

List instruments:

Describe:



Classroom scores on program assessment instruments.

List instruments:

Describe:



Qualifications for teachers or caregivers within each program.

Describe:

Credentials of the workforce in programs that are rated will be connected to child care program quality rating levels through automated systems.



Number/Percentage of children receiving CCDF assistance in licensed care.

Describe:

In calendar year 2010, the number of children in Wisconsin receiving assistance to participate in licensed care was 65,672.



Number/percentage of children receiving CCDF assistance who attend care at each of the tiers of the quality as defined by the State/Territory



Number/Percentage of programs receiving financial assistance to meet higher program standards.

Describe:



Other.

Describe:

When Wisconsin has the YoungStar program fully operational, many of the above data elements will be gathered, YoungStar will track the number of programs at each quality level, the scores on program assessment instruments such as ECERS and FCCERS, the number of children who receive Wisconsin Shares at each star level, and the extent, use and outcomes of micro-grants.



None.

b) **Performance measurement.** What, if any, are the Lead Agency's performance measures on program quality?

In addition to the specific measures for the YoungStar program, DCF has established performance measures for all CCDF funded services of DCF. The overall goal being measured is: "Children attend high quality child care and early education programs." The performance measures that will be considered to assess this include:

- increases in the number of accredited programs; and
- increases in the percent of providers who increase their Registry education and training levels.

Tied to the Longitudinal Data System and YoungStar evaluation by UW described below, DCF will be exploring how to better study children's school readiness.

c) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to program quality? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

DCF has established a contract with the University of Wisconsin and Dr. Katherine Magnuson to conduct a study of the YoungStar program that is based on the Missouri Quality Rating Outcomes Study- <http://mucenter.missouri.edu/MOQRSreport.pdf>. This study will look at the improvement in school readiness measures for children who are attending higher-rated programs compared to those in lower-rated programs.

### 3.3.9 Goals for the next Biennium -

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies are not required to establish a goal for each sub -section in 3.3. What are the State/Territory's goals for the program quality improvement system in the coming biennium? What progress does the State/Territory expect to make across the five key elements for quality improvement systems?

Overall goals for the YoungStar Quality Rating Improvement System are articulated in the five year plan - [http://dcf.wisconsin.gov/youngstar/pdf/101122\\_youngstar\\_5\\_year\\_plan.pdf](http://dcf.wisconsin.gov/youngstar/pdf/101122_youngstar_5_year_plan.pdf)

In addition to the earlier stated goal related to KidStat and child care quality, specific goals for YoungStar over the next two years are:

- To engage more than 4,000 child care programs in YoungStar through receipt and processing of 4,220 applications for participation.
- To provide technical assistance support to more than 2,500 child care programs that includes an average of ten hours of technical assistance and development of quality improvement plans.
- To provide a clearer picture of the quality of early childhood environments in family and group child care through formal rating observations using the Early Childhood Environment Rating Scale (ECERS) for 793 child care programs.
- To support quality improvement activities of more than 2,500 child care programs through administration of micro-grants tied to program quality improvement plans.
- To further strengthen local partnerships between YoungStar Regional Offices and early childhood stakeholder groups and parent organizations to strengthen the reach and effectiveness of YoungStar.
- To leverage more than \$300,000 in private resources to supplement quality improvement grants to child care programs.
- To connect YoungStar to a potential Wisconsin application supporting a comprehensive early childhood system for the Race to the Top Early Learning Challenge Fund.



### **3.4 Pathways to Excellence for the Workforce - Professional Development Systems and Workforce Initiatives (Component #4)**

Pathways to excellence for the workforce builds on the significant investments States and Territories have made in the area of professional development systems to ensure a well-qualified workforce with opportunities for growth from entry level through master teacher, with an increasing emphasis on the many additional roles in the child care system (e.g. adult educators such as consultants, technical assistance providers, trainers, and higher education faculty). In this section, States and Territories provide a self-assessment on current professional development and workforce activities and describe their goals for the upcoming Biennium.

For purposes of this section, States and Territories will respond according to five key elements for workforce systems:

- 1) Core Knowledge and Competencies
- 2) Career Pathways (or Career Lattice)
- 3) Professional Development Capacity
- 4) Access to Professional Development
- 5) Compensation, Benefits and Workforce Conditions

a) Describe which entities are involved in planning and administering the activities in Section 3.4, including State/Territory entities and local or community level entities.

DCF contracts with The Registry, a career system that recognizes the professional achievements of the early childhood care and education profession in Wisconsin. The Registry documents verified formal and informal education of individuals in the early care and education workforce. They have developed a Professional Development Approval System (PDAS) that assures that instructors and technical consultants are qualified in areas of consultation and competent in their areas of instruction and consultation, and that the training has quality content. PDAS was created to allow practitioners in the child care profession a clearer idea of what kind of training/consultation they are receiving and to provide accountability for trainers. PDAS will be a critical resource in ensuring credentials of YoungStar technical advisors are consistent with requirements. Additionally, The Registry's role of verifying and tracking educational credentials is a key resource in the YoungStar system. DCF is working closely with The Registry on data transfer. The PDAS may be accessed at:  
<http://www.the-registry.org/Professional-Development-Approval-System/>

#### **1.Career Pathways**

**The Registry** - The Registry has developed a full career ladder that can be found at:

<http://www.the-registry.org/LinkClick.aspx?fileticket=yw1FPosmLmw%3d&tabid=93>

They are responsible for disseminating information about the benefits of participating with The Registry. The Registry has been a significant partner over the last year with DCF in the development and implementation of YoungStar. They have been provided support to significantly ramp up their capacity to add new programs to The Registry so they can participate in the YoungStar program. They have worked with DCF to build on an automated link to transfer data from The Registry to DCF for verifying education and credentials in YoungStar. Quarterly and annual reports are provided to DCF that contain: information about their data, training, and other staff activities and accomplishments.

#### **1.Professional Development Capacity**

**Wisconsin Early Childhood Association Contract for T.E.A.C.H.Early Childhood® WISCONSIN**  
DCF contracts with the Wisconsin Early Childhood Association (WECA), an affiliate of the National

Association for the Education of Young Children, to manage the Scholarship and Bonus Initiatives for child care providers.

Under this contract WECA operates the T.E.A.C.H. Early Childhood® WISCONSIN Scholarship Program for Professional Development and the R.E.W.A.R.D.™ WISCONSIN Stipend Program. WECA provides assistance to improve the education of early care and education teachers and providers, promotes retention of well-educated staff, and promotes the importance of higher compensation for the child care workforce. WECA offers the following services and tracks data on utilization of services including:

- The number of scholarship applications received, the number of scholarships awarded, and the current number of active scholarships.
- The number of technical schools, colleges and universities providing child care coursework and the format in which coursework is offered. The course options include face-to-face, online, hybrid, distance learning, weekend, retreat, and accelerated.
- Information on barriers that may be in place for the early education workforce to access credit-based instruction.

WECA provides information in a format that identifies access to specific coursework, including the Infant Toddler Credential, the Administrators Credential, the Preschool Teachers Credential, the Inclusion Credential, coursework for recipients completing Associate and Bachelor's Degrees, and entry level credit-based coursework. Other information reported includes the number of child care programs supporting scholarship recipients, the number of coursework credits completed, average grade point received by scholarship recipients, and the scholarship recipients' combined average turnover rate. Finally, information is provided in data summaries that identify the number of family child care providers and group center staff who access scholarships and stipends. The Lead Agency may request additional data as needed.

WECA also supplies information on the breakdown of scholarship and stipend recipients by local county area and conducts regular meetings to promote and plan for professional development and ongoing administration. WECA is also charged with increasing the access points to credit-based education. WECA does this by promoting alternative delivery formats, including online coursework, intensive evening, and weekend courses. Through T.E.A.C.H. Early Childhood® WISCONSIN funding, WECA has connected and blended their funding with other State Improvement Grants offered through the Wisconsin Department of Public Instruction which has increased access to credit-based instruction. In 2010, WECA forged a partnership with the Supporting Families Together Association and the Children's Trust Fund's Celebrate Children Foundation to form the YoungStar Consortium which is administering the YoungStar program. Their role in this effort has been essential as it relates to administering micro-grants, assisting with the delivery of services in Milwaukee for YoungStar, offering professional development planning with YoungStar participants, and leading the formal rating assessment services of the YoungStar program.

As part of getting ready to launch YoungStar, WECA, the Supporting Families Together Association (SFTA), the University of Wisconsin System and the Wisconsin Technical College System (WTCS) were key partners with DCF to provide training in targeted counties with funding authorized by the Wisconsin Legislature's Joint Committee on Finance to help programs prepare to participate in YoungStar. DCF was pleased to receive and invest additional resources to prepare Wisconsin child care programs for the beginning of YoungStar.

- \$500,000 in FY 2011 was allocated to the T.E.A.C.H. and R.E.W.A.R.D. programs to increase funding for child care scholarships.
- \$1.5 million was provided to support a significant boost in training and technical assistance opportunities to Wisconsin child care programs.

As a result of this support:

- Training was made available through the creation of 7,325 slots for individuals to complete credit and non-credit based training in all YoungStar key areas.
  - Credit-based instruction was made available to 953 participants – 832 in the target counties through contracts with the Wisconsin Technical College System and the UW System Campuses.
  - Credit and non-credit based instruction was made available to 6,372 participants statewide and 5,790 in the target counties through contracts with the Supporting Families Together Association and the Wisconsin Early Childhood Association.
- More child care providers had access to credit-based education through increased availability of scholarships.
- Resources also support the design of new online courses in key areas such as inclusion of children with disabilities.
- More intensive technical assistance was provided through on-site intensive support to 101 family and group child care programs and 1,396 programs benefited from on-site assistance through the Child and Adult Food Care Program. Intensive professional development planning consultation was provided to child care programs through 68 sessions.

This infusion of resources helped child care programs better understand and be prepared to participate in YoungStar. Examples of key outcomes achieved include:

- Increases in quality of child care environments as validated by Early Childhood Environment Rating Scale assessments;
- Development of specific quality improvement plans with clear steps identified to improve child care quality; and,
- Increased knowledge as a result of training and technical assistance opportunities.

Statewide professional development planning and analysis are now brought together under the umbrella of the Governor's Early Childhood Advisory Council to help delineate goals, strategies and activities related to building Wisconsin's professional development system.

One key initiative is the Professional Development Initiative (PDI) in Wisconsin. It functions as an important input group to the Council that brings together cross-sector stakeholders in professional development and meets regularly to outline priorities for professional development. The mission of PDI is to achieve a coordinated, statewide, early childhood professional development system, comprised of the multi-faceted programs and people that support young children and their families including:

- early care and education
- family support
- health systems
- mental health
- parent partnerships and education

Additional goals include:

- To develop, align and utilize core competencies in early childhood programming
- To design a coordinated statewide cross-disciplinary training and technical assistance system
- To enhance linkages with higher education
- To promote professional development across fields, disciplines and systems

**A Professional development scan** is underway with the UW-Waisman Center. A draft is found in attachment 3.4.a. This scan uses the National Association for the Education of Young Children policy scan framework that includes looking at professional standards, career pathways, articulation, advisory structure, data and financing. The scan is being funded by the Early Childhood Advisory Council (ECAC)

and results of the scan will be shared with the Council for feedback and further follow up. It is anticipated that these findings will be utilized to help guide more coordinated cross-sector professional development for early care professionals. The Council will support a professional development contract to use the results of this survey to follow up around developing goals and action strategies that more closely align professional development efforts across early care and education systems.

#### 4. Other Professional Development Efforts

In addition to the training efforts described above, the **Supporting Families Together Association** is also involved in offering training and technical assistance to the child care workforce through local Child Care Resource and Referral Agencies. This work has been further bolstered through the YoungStar contract. SFTA is building on the base of training and technical assistance Wisconsin CCR&Rs have offered over the last thirty years. In 2010, SFTA:

- Held 1,342 trainings for care providers
- Provided 168,201 units of technical assistance to existing child care program and 73,825 units of technical assistance to prospective child care programs.
- To put those numbers in perspective, there are 7,279 regulated programs in Wisconsin. Technical assistance could range from a brief telephone call providing information to an in-depth technical consultation that would take much more time.

Over the last two years, CCR&R services were consolidated into 8 hub agencies with satellite branches to streamline services for CCR&R. The new regional structure can be found at - [https://supportingfamilies.together.org/CCR\\_R.html](https://supportingfamilies.together.org/CCR_R.html)- and has been incorporated into the service delivery structure for YoungStar in 6 Wisconsin regions.

**Wisconsin's Technical College System (WTCS)** continues to be a key resource for professional development in Wisconsin. Further, most UW campuses provide coursework in early care and education through post-secondary and graduate courses and degrees. The T.E.A.C.H. Early Childhood® WISCONSIN scholarship and bonus program is a critical resource facilitating access to those opportunities.

#### 3.4.1 Workforce Element 1 - Core Knowledge and Competencies

**Definition** - For purposes of this section, core knowledge and competencies (CKCs) refers to the expectations for what the workforce should know (content) and be able to do (skills) in their role working with and/or on behalf of children and their families. These CKCs provide a foundation for professional development design (including instructional practices) and other quality improvement efforts.

a) Has the State/Territory developed core knowledge and competencies (CKCs) for practitioners working with and/or on behalf of children?

☒ Yes

☐ No, the State/Territory has not developed core knowledge and competencies. **Skip to question 3.4.2.**

☐ Other.  
Describe:

<http://www.the-registry.org/Professional-Development-Approval-System/>

b) Check which of the following teaching and learning topics, if any, are covered in the CKCs.

- ☒ Child growth, development and learning
- ☒ Health, nutrition, and safety
- ☒ Learning environment and curriculum
- ☒ Interactions with children
- ☒ Family and community relationships
- ☒ Professionalism and leadership
- ☒ Observation and assessment
- ☒ Program planning and management
- ☒ Diversity
- ☐ Other.  
Describe:

☐ None.

c) Are the CKCs incorporated into other parts of the child care system? Check which ways, if any, the State/Territory incorporates its CKCs into other parts of the child care system.

- ☒ To define the content of training required to meet licensing requirements
- ☒ To define the content of training required for program quality improvement standards (as reported in section 3.3)
- ☒ To define the content of training required for the career lattice or credential
- ☒ To correspond to the early learning guidelines
- ☐ To define curriculum and degree requirements at institutions of higher education
- ☐ Other.  
Describe:

☐ None.

d) Are the CKCs aligned with other State/Territory or national standards? Check which ways, if any, the State/Territory aligns its CKCs with other standards.

- ☒ Cross-walked with the Child Development Associate (CDA) competencies
- ☐ Cross-walked with national teacher preparation standards (e.g., NAEYC standards for early childhood professional preparation, National Board of Professional Teaching Standards, Head Start SOLAR staff skills indicators)
- ☐ Cross-walked with apprenticeship competencies
- ☐ Other.

Describe:

☐ None.

e) Check for which roles, if any, the State/Territory developed supplemental or specialized competencies.

- ☐ Staff working directly with children in centers, including aides, assistants, teachers, master teachers.

Describe:

- ☐ Providers working directly with children in family child care homes, including aides and assistants.

Describe:

- ☒ Administrators in centers (including educational coordinators, directors).

Describe:

[Wisconsin offers the Administrator's Credential as a professional development opportunity for center directors or managers and family child care providers.](#)

- ☐ Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.).

Describe:

- ☐ Education and training staff (such as trainers, CCR&R staff, faculty).

Describe:

☐ Other.  
Describe:

☐ None.

f) Check if the State/Territory has developed any supplemental or specialized competencies for practitioners/providers working with the following ages.

☒ Birth-to-three  
☒ Three-to-five  
☐ Five and older  
☐ Other.  
Describe:

☐ None.

### 3.4.2 Workforce Element 2 - Career Pathways

**Definition** - For purposes of this section, career pathways (or career lattice) defines the options and sequence of qualifications and ongoing professional development to work with children. Career pathways assist professionals in understanding their career options and identify steps for advancement for the workforce recognizing and rewarding higher levels of preparation and mastery of practice to promote higher quality services for children.

a) Does the State/Territory have a career pathway which defines the sequence of qualifications related to professional development (education, training and technical assistance) and experience required to work with children?

☒ Yes.

Describe:

The Registry career levels provide a pathway for early care professionals that is widely used in early care and education programs that provide child care or are engaged in partnerships to offer collaborative child care, e.g., with public schools or Head Start. The Wisconsin Child Care Career Guide has been used by broader groups that focus on early care and education. This guide provides an overview of early childhood career opportunities in Wisconsin, a summary of key programs and resources, definitions of common terms, and a framework for individualized professional development planning. It is designed to

assist readers in navigating the maze of potential careers, career requirements, and career paths in early childhood. Information on specific roles in early childhood, degree programs and credentials, and key support resources for early care and education professionals are contained in this online resource.

The ECAC will be supporting efforts to more closely align The Registry Career Levels with the broader field of all early care and education including school and health based credentials.

☐ No, the State/Territory has not developed a career pathway. **Skip to question 3.4.3.**

<http://www.theregistry.org/LinkClick.aspx?fileticket=yw1FPoSmLmw%3d&tabid=93;>  
[http://www.collaboratingpartners.com/career\\_g/](http://www.collaboratingpartners.com/career_g/)

b) Check for which roles, if any, the career pathway (or lattice) include qualifications, specializations or credentials.

☐ Staff working directly with children in centers, including aides, assistants, teachers, master teachers.  
Describe:

☐ Providers working directly with children in family child care homes, including aides and assistants.  
Describe:

☒ Administrators in centers (including educational coordinators, directors).  
Describe:

Wisconsin has an Administrator's Credential that spells out credit-based requirements and competencies for child care program administrators.

☒ Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.).  
Describe:

Describe <http://www.the-registry.org/Professional-Development-Approval-System/>  
This approval process has been developed to assure that instructors and technical consultants are qualified in areas of consultation and competent in their areas of instruction and consultation, and that the training has quality content. PDAS was created to allow practitioners in the child care profession a clearer idea of what kind of training/consultation they are receiving and assure accountability for those providing the training.



☒ Education and training staff (such as trainers, CCR&R staff, faculty).

Describe:

CCR&R staff who provide technical assistance and training are included in the PDAS system if they meet specified criteria –

<http://www.the-registry.org/Professional-Development-Approval-System/>

☐ Other.

Describe:

☐ None.

c) Does the career pathway (or lattice) include specializations or credentials, if any, for working with any of the following children?

☒ Infants and toddlers

☒ Preschoolers

☒ School-age children

☒ Dual language learners

☒ Children with disabilities, children with developmental delays, and children with other special needs

☒ Other.

Describe:

Wisconsin offers an Early Childhood Leadership Credential & Certificate. The Leading to Excellence program is a sustained and intentional effort to grow leaders, build leadership capacity and encourage networking, collaboration and engagement of leaders. The outcome is an empowered group of early childhood leaders who make a lasting difference for children, parents, families and early childhood programs in the greater Milwaukee area and across Wisconsin. This four course series is a companion to the six Administrator Credential courses. While the first six courses were essentially about management, these courses are about leadership.

Early Childhood Leadership Courses include: the Personal Disposition of a Leader, Leading in Your Program, Leading for Change and ; and, Leading in the Community and in Your Field.

☐ None.

d) In what ways, if any, is the career pathway (or lattice) used?

☒ Voluntary guide and planning resource

☐ Required placement for all practitioners and providers working in programs that are licensed or regulated in the State/Territory to serve children birth to 13

☐ Required placement for all practitioners working in programs that receive public funds

to serve children birth to 13

☐ Required placement for adult educators (i.e., those that provide training, education and/or technical assistance)

☐ Required placement for participation in scholarship and/or other incentive and support programs

☒ Required placement for participation in the QRIS or other quality improvement system

☒ Other.

Describe:

Participation in The Registry is required if a program wishes to receive 3 or more stars with YoungStar quality rating.

☐ None.

e) Are individuals' qualifications, professional development, and work experience verified prior to placement on the career pathway (or lattice?)?

☒ Yes.

If yes, describe:

Approved trainers' and approved technical consultants' qualifications are confirmed by The Registry - <http://www.the-registry.org/Professional-Development-Approval-System/>

☐ No.

### 3.4.3 Workforce Element 3 - Professional Development Capacity

**Definition** - For purposes of this section, professional development incorporates higher education, training and technical assistance. Higher education capacity refers to capability of the higher education system to meet the needs of the diverse workforce including the provision of content that addresses the full range of development and needs of children. Training and technical assistance capacity refers to capability of the training and technical assistance system to meet the needs of the diverse workforce including the provision of content that addresses the full range of development and needs of children.

a) Has the State/Territory assessed the availability of degree programs in early-childhood education, school-age care or youth development, and related fields in the State/Territory (e.g., both physical location and distance-based, accessibility to practitioners, etc.)?

☒ Yes.

If yes, describe:

This is something that is being worked on by the ECAC. ECAC is supporting a professional development scan that will examine existing state level policies and assets, existing career pathways and articulation agreements, current data and financing systems for professional development. The areas of professional standards, career pathways, and articulation will be explored in the context of how effective

advisory structures (E.g., ECAC), data, and financing can improve integrated systems and enhance professional development structures in Wisconsin.

Four principles of policy making, as outlined by NAEYC, will be key factors in the recommendations of this report: How can integration be improved between the various early childhood systems?; How can the quality of programs and services be improved through professional development?; How can diversity, inclusion and access be improved for an increasingly diverse demographic?; What are ways to continue to address compensation parity across sectors of early childhood through professional development and related efforts?

☐ No.

b) Has the State/Territory assessed the availability of early-childhood and school-age and related training and technical assistance programs in the State/Territory (e.g., both physical location and distance-based, degree level, etc.)?

☐ Yes.

If yes, describe:

☒ No.

c) What quality assurance mechanisms, if any, are in place for the degree programs and courses offered by the State/Territory institutions?

☒ Standards set by the institution

☐ Standards set by the State/Territory higher education board

☐ Standards set by program accreditors

☐ Other.

Describe:

☐ None.

d) What quality assurance mechanisms, if any, are in place for the training and technical assistance programs offered by the State/Territory?

☒ Training approval process.

Describe:

The Professional Development Approval System (PDAS) - <http://www.the-registry.org/Professional-Development-Approval-System/> - spells out best practices for training and technical assistance and has

an approval process for trainers and those providing technical assistance for early care and education programs. While not mandatory for provision of services, child care programs are encouraged to use PDAS-approved trainers. Currently, the PDAS system is more frequently used by individuals who work in the child care workforce. Efforts are planned to assist The Registry in broadening the system to encompass more professional support roles in early care and education. This goal will be supported through the ECAC later in 2011.

☒ Trainer approval process.  
Describe:

Early care professionals submit their experience and qualifications to The Registry for approval in the PDAS system. A thorough review of their records is conducted to ensure they have the appropriate background, experience and education to be an approved trainer. The guiding principles of PDAS (website referenced above) spell out expectations for approved trainers.

☒ Training and/or technical assistance evaluations.  
Describe:

Each system administering technical assistance or training uses organization specific evaluations to assess training for utility and quality and for future improvements or additional training topics needed.

☐ Other.  
Describe:

☐ None.

e) Does the State/Territory have articulation agreements in place across and within institutions of higher education?

☒ Yes.  
If yes, describe:

There are thirteen agreements in place between Wisconsin's Technical College System, University of Wisconsin Campuses, and Cardinal Stritch College.

☐ No.

f) Does the State/Territory have articulation agreements that translate training and/or technical assistance into higher education credit?

☒ Yes.

If yes, describe:

Wisconsin is working on Credit for Prior Learning with several technical colleges, however each technical college has a unique program that recognizes portfolios brought to that college so the credit for prior learning accepted at one college for credit does not transfer to other technical colleges. WTCS supports providing credit for prior learning to individuals who can demonstrate that they have learned course competencies based on their prior experiences. The statewide policy on the maximum number of credits that may be granted for prior learning states that "associate degree students must complete 25% of the required technical studies credits while enrolled at the technical college that will award the postsecondary degree." Thus, a student may earn up to 75% of mandatory credits toward their 2-year ECE degree with credit for prior learning.

☐ No.

### 3.4.4 Workforce Element 4 - Access to Professional Development

**Definition** - For purposes of this section, access to professional development (training, education and technical assistance) refers to the degree to which practitioners are made aware of, and receive supports and assistance to utilize, professional development opportunities.

a) Does the State/Territory have professional development opportunities accessible for professionals in various or all sectors of the early childhood and school-age field?

☒ Yes. If yes, for which sectors?

☒ Child care

☒ Head Start/Early Head Start

☒ Pre-Kindergarten

☒ Public schools

☒ Early intervention/special education

☐ Other.

Describe:

☐ No.

b) Does the State/Territory have a State/Territory-wide, coordinated and easily accessible clearinghouse of information about professional development opportunities available to all members of the early childhood and school-age workforce? Lead Agencies are not required to have a professional development system, but States/Territories may develop such clearinghouses to promote access to professional development opportunities.

☒ Yes.

If yes, describe:

Wisconsin's T-Net (operated by The Registry) is an on-line training calendar that is intended to be a central clearinghouse on professional development opportunities for the Wisconsin early childhood workforce. Additionally, DCF and DPI collaboratively operate the Wisconsin Child Care Information Center (CCIC) that also serves as a clearinghouse for information, resources and support related to early care and education.

In addition, an on-line career guide described in 3.4.2 is available at-  
[http://www.collaboratingpartners.com/career\\_g/](http://www.collaboratingpartners.com/career_g/)

☐ No.

T-Net: : <https://www.the-registry.org/myregistry/default.aspx>

c) What supports, if any, does the State/Territory provide to promote access to training and education activities?

☒ Scholarships.

Describe:

Wisconsin's T.E.A.C.H. Early Childhood® WISCONSIN Scholarship Program for Professional Development offers scholarships for individuals to improve their education along with professional development counseling.

☒ Free training and education.

Describe:

The training that will be available through YoungStar will be at no charge to participants or will be available for a very small fee. In the first two years of the contract, DCF anticipates that there will be at least 1,400 programs that benefit from training and technical assistance statewide. It is anticipated that technical assistance will be provided at an average rate of ten hours per program when requested.

☒ Reimbursement for training and education expenses.

Describe:

T.E.A.C.H. provides 70% of the expenses for a student to go towards tuition and books for their education program, release time and travel stipends.

☒ Grants.

Describe:

YoungStar provides micro-grants to providers to improve quality as related to their quality improvement plan developed with YoungStar staff.

☐ Loans.  
Describe:

☐ Loan forgiveness programs.  
Describe:

☐ Substitute pools.  
Describe:

☒ Release time.  
Describe:

T.E.A.C.H. scholarships support this to a limited extent, depending on the program and how they wish to structure it.

☐ Other.  
Describe:

☐ None.

d) Does the State/Territory have career advisors for early childhood and school-age practitioners?

☒ Yes.  
If yes, describe:

In the YoungStar Program, the YoungStar Regional Offices are working with partner agency, the Wisconsin Early Childhood Association, to offer professional development counseling to programs participating in YoungStar. In addition, WECA has developed an online professional development planning tool designed to assist providers with: exploring short and long term goals for provider professional development; choosing what kind of professional development is right for each individual provider; scholarships for credit based education (through the T.E.A.C.H. program); learning about credit for prior learning options; discussing upcoming trainings and resources to support participation in the

YoungStar program.

Information on these services is available online at:

[http://www.wecanaeyc.org/advocacy/index.php?category\\_id=3267&subcategory\\_id=7717](http://www.wecanaeyc.org/advocacy/index.php?category_id=3267&subcategory_id=7717)

☐ No.

e) Does the State/Territory have mentors, coaches, consultants, and/or other specialists available to provide technical assistance to the workforce?

☒ Yes.

If yes, describe:

DCF is supporting technical consultants through funding the Wisconsin Early Childhood Association scholarship and bonus program. T.E.A.C.H. counselors assist child care providers in identifying professional development planning needs and career goals. In addition, the YoungStar Consortium is providing professional development planning as part of their contract with DCF for the YoungStar program. WECA's online professional development planning tool has been well received. It is described in the previous question.

☐ No.

### **3.4.5 Workforce Element 5 - Compensation, Benefits and Workforce**

**Conditions Definition** - For purposes of this section, rewards for education and training refers to any financial supports provided to practitioners for participating in and completing education or training or for increasing compensation.

a) Does the State/Territory have a salary or wage scale for various professional roles?

☐ Yes.

If yes, describe:

☒ No.

b) Does the State/Territory provide financial rewards for participation in professional development, such as one-time salary bonuses for completing a training or education program?

☒ Yes.



If yes, describe:

Both the T.E.A.C.H. Early Childhood Wisconsin and R.E.W.A.R.D.™ WISCONSIN Stipend Program operated by WECA provide bonuses for training and education. Bonuses for contract completion are part of the T.E.A.C.H. scholarship program. Scholarship recipients receive a bonus regardless of participation in the R.E.W.A.R.D. Stipend program. The R.E.W.A.R.D. program provides a stipend to eligible participants based on their educational levels and longevity in the field. The extent to which stipends can be awarded is based on available funding.”

☐ No.

c) Does the State/Territory provide sustained financial support on a periodic, predictable basis, such as annual wage supplements, based on the highest level of training and education achieved?

☒ Yes.

If yes, describe:

The R.E.W.A.R.D.™ WISCONSIN Stipend Program provides a stipend to eligible participants based on their educational levels and longevity in the field. The extent to which stipends can be awarded is based on available funding.

☐ No.

d) Does the State/Territory have a program to offer or facilitate benefits (e.g. health insurance coverage, retirement, etc.) to the workforce?

☐ Yes.

If yes, describe:

☒ No.

**3.4.6 Data & Performance Measures on the Child Care Workforce** - What data elements, if any, does the State/Territory currently have access to related to the child care workforce? What, if any, does the State/Territory use for performance measures on professional development and workforce initiatives? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers

or school-age children).

a) Data on the child care workforce. Indicate if the Lead Agency or another agency has access to data on:

☒ Data on the size of the child care workforce.  
Describe (optional):

The size of Wisconsin's child care workforce is currently estimated at 36,597. That includes 2,841 child care directors, 5,466 family child care providers, and approximately 28,650 child care teachers working in group child care centers.

☒ Data on the demographic characteristics of practitioners or providers working directly with children.  
Describe (optional):

Extensive data on Wisconsin's child care workforce is available in the report identified earlier: "Pathways...to Early Childhood Higher Education: The Current Status of Wisconsin's Child Care Workforce." This report is available on-line at [http://www.wecanaeyc.org/uploads/media/Pathways\\_brief\\_3\\_final\\_version.pdf](http://www.wecanaeyc.org/uploads/media/Pathways_brief_3_final_version.pdf)

Highlights of that report include an increase in the educational levels of Wisconsin's workforce with higher numbers of child care providers having earned two- or four-year degrees. Center directors had the highest levels of education, followed by center employees and family care providers.

Role	Two Year Degree or higher	Four Year Degree or Higher
Center Director	67%	47%
Center Employee	56%	37%
Family Child Care Provider	34%	16%

Demographics of the workforce that was surveyed in this study are excerpted from the report.

- "are primarily female. Only 1.5% of survey respondents were male.
- are likely to be over the age of 36. The most popular age range, with 56% of responses, was 36-55 years old. Center directors were, on average, the oldest of the three subgroups with 78% over the age of 36. Family child care providers were next with 74%, and 62% of group child care employees were age 36 or older.
- are likely to have several years of experience. Survey respondents had an average of 14.5 years of experience in the field. Center directors averaged 16 years, family child care providers averaged 13.8 years, and group center employees averaged 12.5 years.
- are likely to have their own dependent children to care for. 59% of respondents were parents/guardians of at least one dependent child at home.
- are likely to see themselves staying in the field. 88% of respondents said that they see themselves in the field three years from now. 55% could see themselves in the field in 10 years.

Because our survey respondents averaged such a high number of years of experience, we acknowledge that our survey may represent many of the most committed and educated members of the field."

☐ Records of individual teachers or caregivers and their qualifications.

Describe (optional):

☒ Retention rates.

Describe (optional):

For child care teachers who have received scholarships through T.E.A.C.H. and stipends from R.E.W.A.R.D. programs, data from 2011 show that current T.E.A.C.H. scholarship recipients have a 2% turnover rate. Overall, beyond their commitment required by T.E.A.C.H., the turnover rate rises to less than 11%. It is important to keep in mind that the data for the overall turnover rate in the field of early care and education is approximately 21% annually in Wisconsin. (2009 data)

☐ Records of individual professional development specialists and their qualifications.

Describe (optional):

☐ Qualifications of teachers or caregivers linked to the programs in which they teach.

Describe (optional):

☒ Number of scholarships awarded .

Describe (optional):

In 2010 (the latest date where annual data are available), 788 scholarships were awarded.

☐ Number of individuals receiving bonuses or other financial rewards or incentives.

Describe (optional):

☐ Number of credentials and degrees conferred annually.

Describe (optional):

☐ Data on T/TA completion or attrition rates.

Describe (optional):

☒ Data on degree completion or attrition rates.  
Describe (optional):

Between 2008 and 2010, T.E.A.C.H. Early Childhood® Wisconsin had 57 recipients graduate with an associate degree and 26 recipients graduate with a bachelors degree for a total of 83 degree graduates. During this same timeframe they experienced an 11% turnover rate when turnover is defined as recipients discontinuing their scholarship activity while on an active scholarship contract and/or during their commitment period. Turnover during commitment period only during this timeframe was 2%.

☐ Other.  
Describe:

☐ None.

b) Does the State/Territory have a workforce data system, such as a workforce registry, which tracks workforce demographics, compensation, and qualifications and ongoing professional development for practitioners working with children birth to age 13?

**Definition** - For purposes of this section, a workforce data system refers to a system, such as a workforce registry, that tracks the size and characteristics of the child care workforce, including longitudinal data to monitor changes over time. The data system also can produce records to validate and verify qualifications or ongoing professional development for licensing, accreditation, QRIS, wage incentives, and credentials.

☒ Yes.

b-1) If yes, which roles are included in the workforce data system? For each role checked, indicate in your description whether participation is voluntary or mandatory.

☒ Staff working directly with children in centers, including aides, assistants, teachers, master teachers.  
Describe:

Data is currently not exhaustive because participation is voluntary, however QRIS will help boost participation in The Registry so more information should be available over the next two years, particularly for programs who are mandatory participants and who wish to earn more than 2 stars.

☐ Providers working directly with children in family child care homes, including aides and assistants.

Describe:

☒ Administrators in centers (including educational coordinators, directors).

Describe:

The Registry collects information on the director or administrator of child care programs in the state. As above, YoungStar will increase the number of individuals included in the data.

☐ Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.).

Describe:

☐ Education and training staff (such as trainers, CCR&R staff, faculty).

Describe:

☒ Other.

Describe:

Wisconsin has one of the oldest career Registries. It is currently a voluntary system that tracks credentials *not compensation*. While it is required in State Statute that family child care providers validate their credentials in The Registry, this is only required one time. YoungStar will significantly enhance the data potential of The Registry as they will be the source for verifying all the credentials of the early childhood workforce for YoungStar. An automated interface has been established to transfer information about the credentials of the workforce to match with child care program profiles and will be used to determine star levels. YoungStar will require that lead teachers' educational credentials will be verified so it will not include all the credentials of the workforce. In addition, YoungStar will be required for those programs who serve Wisconsin Shares children which represents roughly 60-70% of the children in child care in Wisconsin. So the database will be more comprehensive as YoungStar gets implemented but not complete for the entire workforce. There is no central clearinghouse that includes qualifications and compensation. WECA tracks compensation for individuals who have received support from the scholarship and bonus program.

☐ None.

b-2) Does the workforce data system apply to:

☐ all practitioners working in programs that are licensed or regulated by the State/Territory to serve children birth to 13?

☐ all practitioners working in programs that receive public funds to serve children birth to age 13?

☐ No.

c) **Performance measurement.** What, if any, performance measures does the State/Territory use related to its workforce and professional development systems?

YoungStar will track data on the qualifications of lead teachers and child care directors or family child care providers participating in the YoungStar program.

d) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to its workforce and professional development systems? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

The professional development scan underway will address some of these goals. Additionally, efforts will be tracked and monitored by the ECAC as they relate to Council goals and a potential Wisconsin application for the Race to the Top.

### 3.4.7 Goals for the next Biennium -

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies are not required to establish a goal for each sub-section in 3.4. What are the State/Territory's goals for the building the professional development system and improving conditions for the workforce in the coming biennium? What progress does the State/Territory expect to make across the five key elements for the workforce and professional development system described above?

- Continue collaboration efforts under the umbrella of the Governor's Early Childhood Advisory Council to assure that professional development systems are coordinated building off of findings of the professional development scan. Efforts early in the biennium will focus on developing an application for Race to the Top that incorporates a comprehensive professional development system as part of a comprehensive, high quality early education system.
- A study of higher education that looks at early education opportunities in post-secondary education will be one of the ECAC supported activities in the next biennium. These findings will be used to help shape future goals and opportunities in the higher education system.
- Continue to develop career pathways that cross all early childhood sectors.
- Work to support the continued building of The Registry to include more complete data on Wisconsin programs, starting with programs that have children enrolled in Wisconsin Shares.
- Continue to support key supports for the child care workforce including scholarship and bonus opportunities for higher education.


- Continue to support supplemental articulation agreements that translate credits earned through the Wisconsin Technical College System to Wisconsin four year university system and private colleges and universities.
- Work to support more opportunities to earn credit for prior learning through Wisconsin Technical College System campuses.
- Continue efforts to capture a clearer picture of the opportunities available for the early childhood workforce to improve education.
- Continue efforts to support initiatives that will increase the wages of the child care workforce.

**Appendix  
Of Attachments**



**Attachment 2.6.1**  
**Child Care Authorization Information Certificate**

MILWAUKEE  
MILW CO DSS  
121 W MAIN ST  
PO BOX 994  
PORT WASHINGTON, WI 53074-0994

	<b>State of Wisconsin</b>	<b>Case #</b> 3700461534
	<b>Child Care Authorization Worker:</b> Coggs Center Office (414) 289-6464	

Date: 03/10/2009

000001  
TINY TIM  
311 TULIP LN  
MILWAUKEE, WI 53211

## Child Care Authorization Information

### Authorized Child Care Provider Information

<b>Name:</b> CHILDREN'S WORLD LEARNING CENTER <b>Address:</b> XXXXXXXXXXXXXXXXXXXXXXXXXXXX XXX XXXXX XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXX, WI 99999-9999 <b>Phone:</b> (414) 281-4396	<b>Location:</b> LGRP; 4854 S 27TH ST <b>Number:</b> 0000557400 <b>Type:</b> Licensed Group
---	---

### New Authorizations

At least one new authorization has been entered. See below for details.

Child's Name / Date of Birth	Auth Type	Hours Per Week	Auth Begin Date	Auth End Date	Weekly Amount	Hourly Amount	Rate Effective Date
TINA TIM 01/01/2006	A	35	02/01/2009	08/01/2009		\$ 4.77	02/01/2009

### Authorization Types

A (Attendance Authorization): Your provider will be paid only for the actual hours that your child is in care.

Your next Six Month Report Form will be due by 07/31/2009.

The above information is also being sent to your child care provider.

## **RESPONSIBILITIES OF FAMILIES RECEIVING CHILD CARE FUNDING**

You must report changes in your circumstances that may affect either your eligibility or authorization for child care to your worker within 10 calendar days from the date the change took place. All changes in circumstances must be reported timely in order to avoid an overpayment or possible fraud investigation.

You must report the following changes to your child care eligibility worker:

- Change in household income.
- Change in the number of work hours or hours of approved activity. Report either an increase or decrease in hours. Report when you are no longer employed.
- Changes in individuals who live in the household. Report individuals who move into or out of the household.

**IMPORTANT:** You are not eligible for child care benefits when you are in job search outside of the W-2 or FSET programs.

You must report the following changes to your child care authorization worker:

- Change in provider. (Note: An authorization to a new provider will not be issued until the authorization to the current provider has ended.)
- Child is no longer attending the authorized provider.
- Change in authorized hours needed for child care. This includes both an increase or decrease in the hours needed for care as a result of a change in the parent's schedule or the child's schedule.

### **CHILD CARE OVERPAYMENTS, RECOUPMENT AND SANCTIONS**

- If an overpayment is caused because you did not accurately report information used to determine eligibility at the time of application or review for eligibility, or because you did not report a change in circumstances within 10 days, you will have to pay back the overpayment.
- If an overpayment is caused because you did not attend your approved activity and your child was in day care, you will have to pay back the overpayment. (Note: The eligibility worker can determine on a case by case basis if there is good cause for a parent's failure to attend their approved activity when their child is in day care.)
- Overpayments will be collected directly from you through a monthly voluntary repayment agreement.
- You may be referred for fraud investigation if information used to determine eligibility is not reported accurately and timely or if changes in circumstances are not reported within the 10-day change reporting requirement.

### **CHILD CARE APPEAL RIGHTS**

You should first attempt to resolve disagreements regarding eligibility determination, authorization amounts, overpayment issues or any other decision regarding child care funding with the local agency.

If the issue has not been resolved to your satisfaction, you may request a fair hearing through the Division of Hearings and Appeals (DHA). You must submit a written request for a fair hearing of a child care decision to DHA. That request must be received by DHA by 04/24/2009. This request must be separate from any fair hearing request for Medical Assistance or Food Stamps benefits.

The written request for a fair hearing must be mailed to: Division of Hearings and Appeals, PO Box 7875, Madison WI 53707-7875.

You may represent yourself or be represented at a hearing or conference by an attorney, friend, relative, or anyone else you choose. We cannot pay for your attorney; however, free legal services may be available. See the Rights and Responsibilities pamphlet for a list of agencies that can provide free legal services. If you fail to appear, or your representative fails to appear at the hearing without good cause, your appeal is considered abandoned and will be dismissed.

### **CHILD CARE COSTS ABOVE THE SUBSIDY PAYMENT**

You are responsible for all child care costs not paid by Wisconsin Shares child care subsidy program. Costs not paid by Wisconsin Shares include but are not limited to:

- Provider prices that exceed the county/tribal maximum rate
- Unauthorized hours of child care
- Costs not included in the child care price such as transportation, meals, registration fees, art supplies, diapers, etc.

Payments cannot start until the child actually begins to attend the provider's facility. This authorization remains in effect until the authorization end date or until a new authorization is issued.

**Attachment 2.7.2.a**  
**CCDF Payment Rates**

COUNTY_NAME	GpRate0to2	GpRate2to3	GpRate4to5	GpRate6plus	FmRate0to2	FmRate2to3	FmRate4to5	FmRate6plus
ADAMS	\$143.53	\$132.79	\$132.79	\$132.79	\$135.00	\$125.00	\$125.00	\$123.75
ASHLAND	\$182.50	\$170.00	\$160.00	\$150.00	\$140.00	\$130.00	\$130.00	\$125.00
BARRON	\$177.16	\$161.05	\$152.99	\$144.94	\$140.00	\$130.00	\$130.00	\$125.00
BAYFIELD	\$155.00	\$137.81	\$135.00	\$133.00	\$135.00	\$125.00	\$125.00	\$123.75
BROWN	\$268.00	\$233.00	\$208.50	\$193.00	\$209.36	\$193.26	\$185.00	\$175.00
BUFFALO	\$155.00	\$137.81	\$135.00	\$133.00	\$135.00	\$125.00	\$125.00	\$123.75
BURNETT	\$155.00	\$137.81	\$135.00	\$133.00	\$135.00	\$125.00	\$125.00	\$123.75
CALUMET	\$214.00	\$193.00	\$180.00	\$165.00	\$165.00	\$150.00	\$150.00	\$145.00
CHIPPEWA	\$182.50	\$170.00	\$160.00	\$150.00	\$140.00	\$130.00	\$130.00	\$125.00
CLARK	\$155.00	\$137.81	\$135.00	\$133.00	\$135.00	\$125.00	\$125.00	\$123.75
COLUMBIA	\$182.50	\$170.00	\$160.00	\$150.00	\$140.00	\$130.00	\$130.00	\$125.00
CRAWFORD	\$182.50	\$170.00	\$160.00	\$150.00	\$140.00	\$130.00	\$130.00	\$125.00
DANE	\$268.00	\$233.00	\$208.50	\$193.00	\$210.00	\$195.00	\$185.00	\$175.00
DODGE	\$182.50	\$170.00	\$160.00	\$150.00	\$140.00	\$130.00	\$130.00	\$125.00
DOOR	\$182.50	\$170.00	\$160.00	\$150.00	\$140.00	\$130.00	\$130.00	\$125.00
DOUGLAS	\$214.00	\$193.00	\$180.00	\$165.00	\$165.00	\$150.00	\$150.00	\$145.00
DUNN	\$182.50	\$170.00	\$160.00	\$150.00	\$140.00	\$130.00	\$130.00	\$125.00
EAU CLAIRE	\$268.00	\$233.00	\$208.50	\$193.00	\$210.00	\$195.00	\$185.00	\$175.00
FLORENCE	\$155.00	\$137.81	\$135.00	\$133.00	\$135.00	\$125.00	\$125.00	\$123.75
FOND DU LAC	\$214.00	\$193.00	\$180.00	\$165.00	\$165.00	\$150.00	\$150.00	\$145.00
FOREST	\$155.00	\$137.81	\$135.00	\$133.00	\$135.00	\$125.00	\$125.00	\$123.75
GRANT	\$182.50	\$170.00	\$160.00	\$150.00	\$140.00	\$130.00	\$130.00	\$125.00
GREEN	\$182.50	\$170.00	\$160.00	\$150.00	\$140.00	\$130.00	\$130.00	\$125.00
GREEN LAKE	\$182.50	\$170.00	\$160.00	\$150.00	\$140.00	\$130.00	\$130.00	\$125.00
IOWA	\$155.00	\$137.81	\$135.00	\$133.00	\$135.00	\$125.00	\$125.00	\$123.75
IRON	\$182.50	\$170.00	\$160.00	\$150.00	\$140.00	\$130.00	\$130.00	\$125.00
JACKSON	\$182.50	\$157.01	\$157.01	\$150.00	\$140.00	\$130.00	\$130.00	\$125.00
JEFFERSON	\$214.00	\$193.00	\$180.00	\$165.00	\$165.00	\$150.00	\$150.00	\$145.00
JUNEAU	\$155.00	\$137.81	\$135.00	\$133.00	\$135.00	\$125.00	\$125.00	\$123.75
KENOSHA	\$268.00	\$233.00	\$208.50	\$193.00	\$210.00	\$195.00	\$185.00	\$175.00
KEWAUNEE	\$155.00	\$137.81	\$135.00	\$133.00	\$135.00	\$125.00	\$125.00	\$123.75

LACROSSE	\$249.62	\$209.36	\$208.50	\$193.00	\$209.36	\$193.26	\$185.00	\$169.09
LAFAYETTE	\$155.00	\$137.81	\$135.00	\$133.00	\$135.00	\$125.00	\$125.00	\$123.75
LANGLADE	\$182.50	\$170.00	\$160.00	\$150.00	\$140.00	\$130.00	\$130.00	\$125.00
LINCOLN	\$182.50	\$170.00	\$155.01	\$150.00	\$140.00	\$130.00	\$130.00	\$125.00
MANITOWOC	\$214.00	\$193.00	\$180.00	\$165.00	\$165.00	\$150.00	\$150.00	\$145.00
MARATHON	\$214.00	\$193.00	\$180.00	\$165.00	\$165.00	\$150.00	\$150.00	\$145.00
MARINETTE	\$182.50	\$170.00	\$160.00	\$150.00	\$140.00	\$130.00	\$130.00	\$125.00
MARQUETTE	\$155.00	\$137.81	\$135.00	\$133.00	\$135.00	\$125.00	\$125.00	\$123.75
MENOMINEE	\$155.00	\$137.81	\$135.00	\$133.00	\$135.00	\$125.00	\$125.00	\$123.75
MILWAUKEE	\$268.00	\$233.00	\$208.50	\$193.00	\$210.00	\$195.00	\$185.00	\$175.00
MONROE	\$182.50	\$170.00	\$160.00	\$150.00	\$140.00	\$130.00	\$130.00	\$125.00
OCONTO	\$155.00	\$137.81	\$135.00	\$133.00	\$135.00	\$125.00	\$125.00	\$123.75
ONEIDA	\$182.50	\$170.00	\$160.00	\$150.00	\$140.00	\$130.00	\$130.00	\$125.00
OUTAGAMIE	\$214.00	\$193.00	\$180.00	\$165.00	\$165.00	\$150.00	\$150.00	\$145.00
OZAUKEE	\$214.00	\$193.00	\$180.00	\$165.00	\$165.00	\$150.00	\$150.00	\$145.00
PEPIN	\$155.00	\$137.81	\$135.00	\$133.00	\$135.00	\$125.00	\$125.00	\$123.75
PIERCE	\$182.50	\$170.00	\$160.00	\$150.00	\$140.00	\$130.00	\$130.00	\$125.00
POLK	\$155.00	\$137.81	\$135.00	\$133.00	\$135.00	\$125.00	\$125.00	\$123.75
PORTAGE	\$214.00	\$193.00	\$180.00	\$165.00	\$165.00	\$150.00	\$150.00	\$145.00
PRICE	\$155.00	\$137.81	\$135.00	\$133.00	\$135.00	\$125.00	\$125.00	\$123.75
RACINE	\$268.00	\$233.00	\$208.50	\$193.00	\$210.00	\$195.00	\$185.00	\$175.00
RICHLAND	\$182.50	\$170.00	\$160.00	\$150.00	\$140.00	\$130.00	\$130.00	\$125.00
ROCK	\$268.00	\$233.00	\$208.50	\$193.00	\$210.00	\$195.00	\$185.00	\$175.00
RUSK	\$182.50	\$168.88	\$160.00	\$136.88	\$140.00	\$130.00	\$130.00	\$125.00
ST CROIX	\$182.50	\$170.00	\$160.00	\$150.00	\$140.00	\$130.00	\$130.00	\$125.00
SAUK	\$214.00	\$193.00	\$180.00	\$165.00	\$165.00	\$150.00	\$150.00	\$145.00
SAWYER	\$155.00	\$137.81	\$135.00	\$133.00	\$135.00	\$125.00	\$125.00	\$123.75
SHAWANO	\$155.00	\$137.81	\$135.00	\$133.00	\$135.00	\$125.00	\$125.00	\$123.75
SHEBOYGAN	\$214.00	\$193.00	\$180.00	\$165.00	\$165.00	\$150.00	\$150.00	\$145.00
TAYLOR	\$155.00	\$137.81	\$135.00	\$133.00	\$135.00	\$125.00	\$125.00	\$123.75
TREMPEALEAU	\$155.00	\$137.81	\$135.00	\$133.00	\$135.00	\$125.00	\$125.00	\$123.75
VERNON	\$155.00	\$137.81	\$135.00	\$133.00	\$135.00	\$125.00	\$125.00	\$123.75

VILAS	\$155.00	\$137.81	\$135.00	\$133.00	\$135.00	\$125.00	\$125.00	\$123.75
WALWORTH	\$214.00	\$193.00	\$180.00	\$165.00	\$165.00	\$150.00	\$150.00	\$145.00
WASHBURN	\$155.00	\$137.81	\$135.00	\$133.00	\$135.00	\$125.00	\$125.00	\$123.75
WASHINGTON	\$214.00	\$193.00	\$180.00	\$165.00	\$165.00	\$150.00	\$150.00	\$145.00
WAUKESHA	\$268.00	\$233.00	\$208.50	\$193.00	\$210.00	\$195.00	\$185.00	\$175.00
WAUPACA	\$182.50	\$170.00	\$160.00	\$150.00	\$140.00	\$130.00	\$130.00	\$125.00
WAUSHARA	\$155.00	\$137.81	\$135.00	\$133.00	\$135.00	\$125.00	\$125.00	\$123.75
WINNEBAGO	\$268.00	\$233.00	\$208.50	\$193.00	\$210.00	\$195.00	\$185.00	\$175.00
WOOD	\$214.00	\$193.00	\$180.00	\$165.00	\$165.00	\$150.00	\$150.00	\$145.00





**Attachment 2.7.4.a**  
**Market Rate Survey**

## **Attachment 2.7.4.a**

### **Providers included in the survey**

The Department of Children and Families (DCF) staff extracted a report of licensed family and licensed group centers to be included in the survey. The data was retrieved from the NACCRRRAware database for Wisconsin. The providers in the report were filtered to meet the following criteria:

- Serve at least 25% private pay children
- Have a valid family or group license effective January 1, 2010
- The center must be open at least 5 hours per day and 5 days/week
- Have new or updated rates January 1, 2010 or later

The report includes generic information about the center such as name, address, identifying number, licensed capacity, etc. The report also includes fields for the resource and referral staff to enter the weekly rates the centers submitted on their survey form.

### **Survey Process**

Below is the survey process:

1. The Department works with the Wisconsin network of child care resource and referral agencies known as the Strengthening Families Together Association (SFTA) to receive an extract of provider prices as of September 2010 from the NACCRRRAware database.
2. The state staff reviews the extract data for accuracy and contacts the counties if concerns are found.
3. The state staff calculates the maximum rates for each of the 4 regions.

### **Rate Setting**

The counties in the state are assigned into one of the four rates based on the percentage of the population in a county living in an urban area. The zones are 0-24%, 25-49%, 50-74%, and 75- 100% urbanization. Data from the United States Census report was used to identify what percentage of the population in a county lives in an urban area.

The list of counties by zone is found at  
<http://dcf.wisconsin.gov/childcare/wishares/rates.htm>.

After the survey data has been imported into the survey database, the 75th percentile is found for each urban rate zone. NOTE: For the provider rates to be included in the survey, the licensed centers, both group centers and family child care, must have at least 25% of their capacity be private-pay children. When the zone rates structure was implemented in 2006, the reimbursement rate for each county/tribe was capped so that no county/tribal weekly rate is either increased or decreased by more than 10% of the 2005 county-specific rate. This means that there still isn't one rate for all counties in each zone, but the rate can vary from county to county within the zone.

Separate maximum reimbursement rates are established for four categories of regulated child care:

- Licensed Group (weekly and hourly rates are calculated)
- Licensed Family (weekly and hourly rates are calculated)
- Regularly Certified (only an hourly rate is calculated at 75% of the licensed family rate)
- Provisionally Certified (only an hourly rate is calculated at 50% of the licensed family rate)

Maximum reimbursement rates are established for four age groupings for each provider type:

- birth to 2-year-olds
- 2- through 3-year-olds
- 4- through 5-year olds
- 6-year-olds and above

DCF did not change the rates in 2010 from those used in 2006. The following indicates what the rates would have been had DCF used the 2010 Market Rate Survey Results instead of freezing the rates.

Market Rate Survey Results:

Group Centers (2-3 year old): The 2006 group rate for this age group was \$187, which represents the 48.4 percentile if the 2010 survey data is used. The 2010 statewide 75th percentile for group 2-3 year-olds is \$223.

Family Centers (2-3 year old): The 2006 family rate for 2-3 year olds was \$145, which represents the 48.4 percentile if the 2010 survey data is used. The 2010 statewide 75th percentile for family 2-3 year-olds is \$175.

Copies of these documents are attached to the hard copy of this CCDF Plan.

**Attachment 3.4.a**  
**Professional Development**  
**Policy Scan**

# Wisconsin Professional Development Scan

Prepared for the Governor's Early Childhood Advisory Council

---

Working Draft 10/4/11

## Introduction

Professional development is a key feature of a comprehensive system that promotes quality in the Early Childhood Profession. Research studies have found that the quality of care a child receives in a program is strongly linked with the quality and continuity of the program staff. High quality programs are often associated with well-educated, well-compensated, and well-supported providers who remain in the field.<sup>1</sup> In the last quarter century, scientific evidence has proliferated about the importance of the first five years of life. The foundation for a child's personality and learning is established during those years, and the gaps in development are hard to fill. With the majority of Wisconsin's young children spending significant amounts of time in early care and education settings prior to school, a focus on the teachers and providers who care for and teach them may be increasingly important to their success in school and life, and to our future state workforce.<sup>2</sup>

The Early Childhood Profession includes a wide variety of programs and settings including child care, preschool, Head Start, Early Head Start, Four and Five year-old Kindergarten, Birth to 3 Early Intervention, Early Childhood Special Education, Other Disability Services, Even Start, Family Resource Centers, Parent Education and Family Support, Health and Mental Health, Nutrition and Integrated Services.

**Developing statewide policy and systems to support the continuity of collaborative systems of professional development would contribute to quality programs and services for the children and families of Wisconsin.**

---

<sup>1</sup> Pathways to Early Childhood Higher Education: Attracting, Supporting and Retaining a Qualified Workforce, Summer 2010, Volume 2.

<sup>2</sup> Wisconsin Council on Children & Families, Making the Grade: Making the Case for Well-educated, Well-trained Teaching Staff in Early Care and Education. Fall, 2007, Volume 2

## Purpose

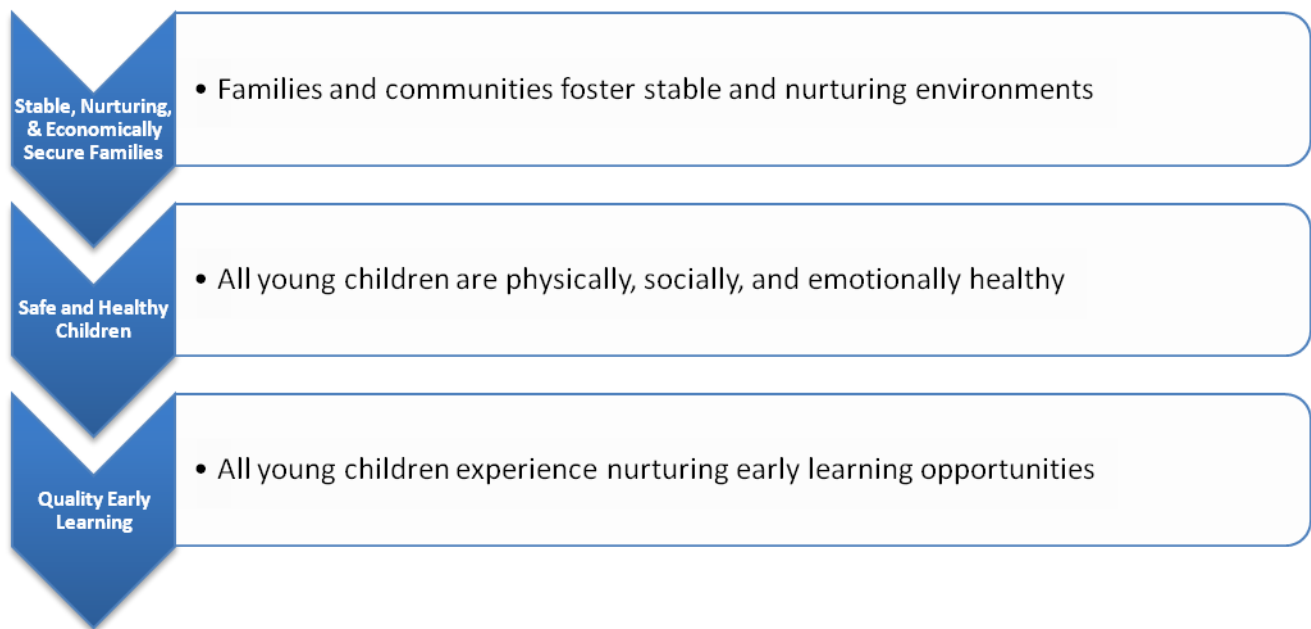
Nationwide, Early Childhood is rising in importance as evidenced by:

- Increased understanding of the importance of brain development from birth to age 5 years
- Critical link between high quality early education and later school and life success
- Growth in the number of working parents who rely on quality early childhood services (omit?)
- Value of early childhood education to the long term economic success of society, as evidenced by research by leading economists<sup>3</sup>

The Governor's Early Childhood Advisory Council (ECAC) as described in the report, Building Blocks for Wisconsin's Future: The Foundation for an Early Childhood System, December 2010 has outlined one broad goal and three objectives for early childhood in Wisconsin:

<http://dcf.wi.gov/ecac/pdf/report.pdf> Professional development of the early childhood workforce is essential to achieve this goal and related objectives.

*Every child will be healthy, nurtured, safe and successful<sup>4</sup>*



**The purpose of this scan is to provide a snapshot of statewide efforts in the area of early childhood professional development and offer next steps to create a better coordinated, comprehensive cross-sector system.**

<sup>3</sup> GreatStart Series 4: Planning for an Early Learning System: WI Council on Children & Families, November 2009.

<sup>4</sup> Building Blocks for Wisconsin's Future: The Foundation for an Early Childhood System. Governor's State Advisory Council on Early Childhood Education and Care, December 2010.

# History

Wisconsin has a rich history of collaboration across systems related to Professional Development. The Wisconsin Early Childhood Collaborating Partners (WECCP) was started in 1993 and continues to be a strong avenue for developing and coordinating collaborative efforts. The mission of WECCP underscores the need for a coordinated professional development system.



**WECCP Mission:** *Wisconsin communities, agencies, associations, and state government will work together as a system of high quality comprehensive early childhood services for every child and family who wants to access them.*

In 1994 The Center for Professional Development in Early Care and Education at Wheelock College awarded Wisconsin the distinction of being one of four States to participate in the Partners in Change (PIC) project. This grant provided the impetus for the Professional Development Initiative (PDI). Accomplishments included the expansion of a mentor project and creation of the Administrators Credential. PDI has had cross-sector leadership representing The Registry, The Department of Public Instruction, The State Head Start State Collaboration Office, The Wisconsin Early Childhood Association and the UW- Waisman Center. The original PDI mission was closely aligned with that of the WECCP.

**PDI Mission:** To achieve a coordinated statewide, EC PD system, comprised of the multi-faceted programs and people that support young children and their families including: Early Care and Education, Family Support, Health Systems, Mental Health and, Parent Partnerships and Education

- To develop, align and utilize core competencies in early childhood programming
- To design a coordinated statewide cross discipline training & technical assistance system
- To enhance linkages with higher education
- To promote professional development across fields, disciplines and systems

While the PDI originally functioned in parallel to the WECCP, it was incorporated into the WECCP in 2003. Starting in 2006, Wisconsin Early Childhood Collaborating Partners merged with the Early Childhood Comprehensive System (ECCS) grant to align system building priorities. PDI was incorporated into the three committees of WECCP: Early Learning, Healthy Children and Strong Families.

In 2009 the Wisconsin Head Start State Collaboration Office (WHSSCO) Advisory Committee and the Wisconsin Head Start Association (WHSA) conducted an annual needs survey of Head Start and Early Head Start programs related to collaboration with community agencies.<sup>5</sup> Recommendations from this survey included support for the creation of a comprehensive, coordinated state-wide system of early childhood professional development.<sup>6</sup>

<sup>5</sup> Head Start Act of 2007, 42 U.S.C. 9837b Sec. 642B(a)(4)(A)(i-ii).

<sup>6</sup> 2009 WHSSCO Needs Assessment Results Executive Summary

Recently, the PDI evolved into the Wisconsin Cross-Sector Professional Development Initiative to better support the work of the Wisconsin Governor's Early Childhood Advisory Council (ECAC) in developing a coordinated system of professional development as part of a comprehensive statewide early childhood system.

## Professional Development Infrastructure

There is an existing professional development training and technical assistance network which operates under the WI Early Childhood Collaborating Partners umbrella. This network includes partners from a wide variety of organizations and disciplines dedicated to providing quality professional development to improve positive outcomes for children and families. The WECCP website is a repository for this network to ensure consistency in Wisconsin: [www.collaboratingpartners.com](http://www.collaboratingpartners.com) The State Personnel Development Grant (SPDG) has been instrumental in bringing this group together to engage in collaborative work. The Early Childhood Hub of the SPDG grant is housed at UW Madison Waisman Center and administered with federal funds through the Department of Public Instruction.

Institutions of Higher Education in Wisconsin offer a variety of programs to provide both pre-service and inservice for early childhood education. The needs of a diverse workforce with varying educational requirements have been improved through efforts to provide career pathways between two and four year institutions. Capacity was built in the WTCS systems and dialog was increased with 4-year Institutions in response to increasing numbers and diverse needs of T.E.A.C.H. Early Childhood® Wisconsin recipients. A report in September 2008 by Valora Washington and partners recommends systematic thinking in building a higher education system that meets the diverse needs of the workforce.<sup>7</sup>

## Diversity, Inclusion and Access

Throughout this document the principles of diversity, inclusion and access will be addressed as recommended by The National Association for the Education of Young Children (NAEYC), *A Policy Blueprint for State Early Childhood Professional Development Systems* (2008).<sup>8</sup>

*...The goal of an integrated professional development system is to encourage diversity but minimize discrepancies in individual and sector access to resources and opportunities, providing equal access to all early education professionals. Access is the how of addressing diversity and inclusion--it includes offering a variety of mechanisms for both information about and the actual professional*

---

<sup>7</sup> Role, Relevance, Reinvention: Higher Education in the Field of Early Care and Education. A report by Valora Washington with signatory partners of Aspire Institute, CAYL Institute, Council for Professional Recognition, National Head Start Association, National-Louis University, Pre-K Now & Wheelock College, September 2008.

<sup>8</sup> Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems, National Association for the Education of Young Children, Public Policy Report, 2008.



*development activities. All early educators should have access to equitable, high quality professional development (p. 12).*

## NAEYC Six Essential Policy Areas

The National Association for the Education of Young Children (NAEYC) has provided a blueprint that offers six essential policy areas to improve state systems and policies for professional development. Existing efforts in Wisconsin and next steps to improve integrated PD systems have been organized into these six essential policy areas for the purpose of this scan. *Detail of these six areas is found in Appendix B.*

Professional Standards	•Content of professional preparation and ongoing development.
Career Pathways	•Routes of continuous progress for early childhood professionals, so they can plan the achievement of increased qualifications, understand the professional possibilities, and be appropriately compensated.
Articulation	•Transfer of professional development credentials, courses, credits, degrees, and student performance-based competencies from one program or institution to another, ideally without a loss of credits.
Advisory Structure	•Coordination mechanism for an integrated early childhood professional development system, which should be free standing and have some authority or direct link to authority in the state's governance structure.
Data	•Gauge impacts and systems change, as well as to inform planning, evaluation, quality assurance, and accountability
Financing	•Funding that all professional development systems need in order to operate.

# WI Policy Area 1: Professional Standards

## *Content of professional preparation and ongoing development*

*Stable and Nurturing Families– Safe and Healthy Children – Quality Early Learning*

### Snapshot

#### A. Regulating Agencies

- **Department of Children and Families (DCF)** specifies staff qualifications through child care licensing regulations, certification rules and the YoungStar Quality Rating and Improvement System: <http://dcf.wisconsin.gov/childcare/licensed/EntryLevelTrng.htm>; <http://legis.wisconsin.gov/rsb/code/DCF/DCF202.pdf>; <http://dcf.wi.gov/youngstar/training.htm>
- **Department of Public Instruction (DPI)** requires licensure of early childhood teachers and administrators and early childhood special education 3-5, based on employing agency: <http://dpi.state.wi.us/tepd/index.html>
- **Department of Health Services (DHS)** requires varying qualifications depending upon position, agency and program, e.g. home visiting programs: <http://www.dhs.wisconsin.gov/Health/mch/HomeVisiting/index.htm>
- **Department of Safety and Professional Services (DRL)** oversees a variety of personnel who may be involved in the early childhood system, e.g. social worker, therapist, interpreter: <http://drl.wi.gov/index.asp?locid=0>
- **USHHS** requires **Head Start** to adopt new requirements for 50% of center-based teachers to hold at least an early childhood bachelor degree by 9/30/13: <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/supervision/staffing/Sec648AStaff.htm>
- **USHHS** requires **Early Head Start** that all teachers providing direct services to children and families in Early Head Start centers, have a minimum of a child development associate credential by 9/30/10: [http://eclkc.ohs.acf.hhs.gov/hslc/Head%20Start%20Program/Program%20Design%20and%20Management/Head%20Start%20Requirements/IMs/2010/resour\\_ime\\_006\\_102610.html](http://eclkc.ohs.acf.hhs.gov/hslc/Head%20Start%20Program/Program%20Design%20and%20Management/Head%20Start%20Requirements/IMs/2010/resour_ime_006_102610.html)

#### B. Standards

- **Cross Sector - Wisconsin Model Early Learning Standards**, Third Edition, 2011 are a comprehensive set of standards applicable to a wide variety of early education personnel to enhance quality programs and services. All domains of development are addressed including physical, social/emotional, language, cognition and approaches to learning: <http://www.collaboratingpartners.com/wmels-about.php>
- **Wisconsin Core Competencies** apply to many sectors of the early childhood system. They include the Department of Public Instruction 10 Teacher Standards, The Registry Core Knowledge Areas, Infant Mental Health (draft), WI Technical College System Program Outcomes, Children's Trust Fund Managers and Providers & Family Life Education. <http://www.collaboratingpartners.com/professional-development-core-competencies.php>
- **Professional Development Planning** services are provided through the Wisconsin Early Childhood Association, Department of Public Instruction License Renewal Support Centers (LRSC) and Quality Educator Initiative (QEI).

### Emerging Opportunities

- Update the WI Core Competencies to reflect current standards which will enhance cross sector usage
- Link professional development across sectors to the WI Core Competencies
- Continue to explore possibilities for creation of an individual licensure for early childhood professionals after completion of a 2-year Associate Degree program
- Increase credit-based options for WMELS training at AA, BA and MA levels

## WI Policy Area 2: Career Pathways

*Routes of continuous progress for early childhood professionals, so they can plan the achievement of increased qualifications, understand the professional possibilities, and be appropriately compensated*

*Stable and Nurturing Families– Safe and Healthy Children – Quality Early Learning*

### Snapshot

Career Pathways are crucial to an effective early childhood system due to the varying levels of educational qualification required in various sectors:

- **WI Technical College System (WTCS)** has instituted an Early Childhood Education Statewide Curriculum across institutions that ensure consistency upon completion of a 2-year child care associate degree.
- **UW System** works with **WTCS** to adopt articulation agreements that allow transferability from 2 year AA programs to Junior status
- **Registry Credentials** (infant/toddler, preschool, administrator, leadership, inclusion) are credit bearing and link to WTCS.
- **T.E.A.C.H. Early Childhood®Wisconsin** scholarship program provides credit-based educational scholarships to EC professional who work in regulated settings: <http://www.wecanaeyc.org/teach/>
- **R.E.W.A.R.D. Wisconsin** stipend programs provides annual wage enhancement in the form of stipends to child care teachers, directors, and family child care providers who demonstrate commitment to the field through longevity and significant educational attainments
- **Credit for Prior Learning** is being offered at Northeast WI Technical College in Green Bay with the “Experienced Teacher Fast Track” that awards credit for prior learning as part of their Early Childhood Associate Degree Program: [http://www.nwtc.edu/academics/ProgTeamSites/EarlyChildhood/Documents/Fast\\_Track\\_Handbook.pdf](http://www.nwtc.edu/academics/ProgTeamSites/EarlyChildhood/Documents/Fast_Track_Handbook.pdf)
- **Other career pathway information** can be obtained from the report, Wisconsin Credit for Prior Learning Efforts: [http://wecanaeyc.org/uploads/media/First\\_Pathways\\_Brief.pdf](http://wecanaeyc.org/uploads/media/First_Pathways_Brief.pdf)
- **Wisconsin Career Guide** has been a valuable resource for capturing the complexity of options in early education and providing resources for further exploration

### Emerging Opportunities

- Update the Wisconsin Career Guide
- Through the higher education scan, additional opportunities for career pathways could be explored between WTCS and 4 year institutions
- Continue to create the necessary link between enhanced educational qualifications and improved compensation, and examine all future policies for integrated early childhood professional development systems for their contribution towards increasing compensation parity
- Use existing career pathway report as a reference. Wisconsin Early Childhood Association – Child Care Workforce Study: [http://wecanaeyc.org/uploads/media/Workforce\\_Child\\_Care\\_Professionals\\_2010.pdf](http://wecanaeyc.org/uploads/media/Workforce_Child_Care_Professionals_2010.pdf)

## WI Policy Area 3: Articulation

*Transfer of professional development credentials, courses, credits, degrees, and student performance-based competencies from one program or institution to another, ideally without a loss of credits*

*Stable and Nurturing Families– Safe and Healthy Children – Quality Early Learning*

### Snapshot

Efforts are underway to coordinate existing professional development structures to create an aligned system to train teachers, caregivers and other providers. This effort must involve colleges and universities, YoungStar, DPI Licensing, and WI T.E.A.C.H. Early Childhood and other relevant partners.

- Credit for Prior Learning Experiences “Milestones: Advancements to Pathways for Early Childhood Higher Education” brief developed by the Wisconsin Council on Children & Families and the Wisconsin Early Childhood Association provides a helpful summary of ongoing efforts in Wisconsin: [http://www.wccf.org/pdf/pathways\\_four\\_ece\\_workforce\\_education.pdf](http://www.wccf.org/pdf/pathways_four_ece_workforce_education.pdf)
- **WI Model Early Learning Standards** training is now included for credit in the WTCS Early Childhood Statewide Curriculum
- **Articulation of 2-year child care associate degrees exist to the following 4 year institutions**
  - UW Green Bay
  - UW La Crosse
  - UW Milwaukee
  - UW Oshkosh
  - UW Platteville
  - UW River Falls
  - UW Stevens Point
  - UW Stout
  - UW Superior
  - UW Whitewater

For a complete listing of transfer options visit: <http://tis.uwsa.edu/resources/ga/wtcs-uw.shtml>

### Emerging Opportunities

- Through the higher education scan, additional opportunities will be explored for articulation between WTCS and 4 year institutions, credit for prior learning and other approaches to build a diverse workforce in Wisconsin
- Continue efforts started by WCCF and WECA through a Joyce grant to move Credit for Prior Learning initiatives forward, including a potential T.E.A.C.H scholarship to support child care professionals in developing portfolios and an IHE system to integrate portfolios for credit

## WI Policy Area 4: Advisory Structure

*Coordination mechanism for an integrated early childhood professional development system, which should be free standing and have some authority or direct link to authority in the state's governance structure.*

*Stable and Nurturing Families– Safe and Healthy Children – Quality Early Learning*

### Snapshot

Several advisory structures exist to address statewide Early Childhood systems:

- **Governor's State Advisory Council on Early Childhood Education and Care** was established in December 2008 with one of its goals to develop recommendations regarding PD and career advancement plans for EC educators: <http://dcf.wi.gov/ecac/default.htm>
- **Wisconsin Early Childhood Collaborating Partners** has been promoting collaboration across sectors since 1993 and since December 2008 joined in efforts with the Governor's ECAC. WECCP has a statewide, regional and committee structure: <http://www.collaboratingpartners.com/about.php>
- **Wisconsin PK-16 Leadership Council** has goals to expand opportunities for early childhood education, and teacher training and professional development: <http://www.wisconsin.edu/pk16/history.htm>
- **Birth to 3 Interagency Coordinating Council** is a cross system council appointed by the Governor to advise DHS Birth to 3 Program: <http://www.b3icc.state.wi.us/index.htm>
- **Wisconsin Cross-Sector Professional Development Initiative** has been formed to assist in the development of an integrated professional development system

### Emerging Opportunities

- Continue the Wisconsin Cross-Sector Professional Development Initiative to assist in the implementation of next steps in all policy areas
- Develop communication systems to track progress of professional development across advisory groups

## WI Policy Area 5: Data

*Gauge impacts and systems change, as well as to inform planning, evaluation, quality assurance, and accountability*

*Stable and Nurturing Families– Safe and Healthy Children – Quality Early Learning*

### Snapshot

Due to Early Childhood efforts being spread across systems and sectors the data comes from a variety of sources:

- **Department of Public Instruction** maintains a database of EC personnel with Wisconsin teaching and administrative licenses
  - **State Personnel Development Grant** has collected data showing the growing use of evidenced-based professional practices across early childhood sectors
- **Department of Children and Families** has a database of licensed group, licensed family and certified child care providers
  - **The Registry** collects and verifies information about the child care workforce such as educational level, continuing education and work history, and through an automated process transfers this information to DCF.
  - **The Registry** administers the **Professional Development Approval System** (PDAS) which provides a quality control system to ensure quality training, trainers and consultants
  - **The Regulated Child Care and YoungStar Public Search** site includes the YoungStar quality rating and regulatory compliance information  
<http://childcarefinder.wisconsin.gov/Search/BasicSearch.aspx?YoungStarProviders=true>
- **Department of Safety and Professional Services** has a database of professionals licensed in Wisconsin for early childhood related professions, e.g. mental health, allied health, social work, and health care
- **Individual Professional Development programs**, (e.g. Waisman Center, WECA, UW Extension, CESA, SFTA) maintain databases of participants in targeted professional development events, including documentation of continuing education recognition

### Emerging Opportunities

- Continue to develop a longitudinal data system to be used in planning and decision-making to ensure that outcomes of the ECAC are measured and evaluated

# WI Policy Area 6: Financing

*Funding that all professional development systems need in order to operate*

*Stable and Nurturing Families– Safe and Healthy Children – Quality Early Learning*

## Snapshot

- **State agencies** have allocated financial resources to provide professional development for their primary stakeholders. Often these funds are provided to organizations, programs and agencies with track records of providing quality PD
- **DPI, DCF and DHS** have partnered to provide braided funding for professional development, e.g. Community Collaboration Coaches, Wisconsin Model Early Learning Standards, Wisconsin Pyramid Model of Social Emotional Competence
- **DPI** has offered Peer Review and Mentoring grants to initial educators in early childhood settings: <http://dpi.wi.gov/tepd/initial.html>
- **T.E.A.C.H. Early Childhood® Wisconsin** scholarship program provides credit-based educational scholarships to EC professional who work in regulated settings: <http://www.wecanaeyc.org/teach/>
- **R.E.W.A.R.D.™ Wisconsin Stipend Program** awards incremental yearly salary supplements to EC professionals based on educational attainment and longevity: <http://www.wecanaeyc.org/reward/index.php>
- **Wisconsin** has a history of being awarded federal grants for professional development (e.g. State Personnel Development Grant, Head Start T/TA Network)
- **Cross Sector efforts** have provided scholarships, stipends and tuition support have been provided by a variety of organizations and agencies (Celebrate Children Foundation, Project Launch, Home Visiting, Birth to 3, Head Start) to support enrollment in the IMH Certificate Program

## Emerging Opportunities

- Continue to find ways to increase compensation, diversity, inclusion and access, i.e. YoungStar, Wisconsin Shares, T.E.A.C.H., R.E.W.A.R.D., Initial Educator Mentoring Grants, etc.
- Increase funding for programs providing professional development to traditionally low paid workforce sectors to improve parity
- Continue cross sector system building through braided funding



# Summary of Recommendations in Wisconsin Professional Development System Design

*Stable and Nurturing Families– Safe and Healthy Children – Quality Early Learning*

## State structure to maximize resources supporting a cross-sector system professional development

- Create an inter-departmental center for early childhood professional development to align and coordinate cross-sector efforts, using braided funding as needed.
- Expand and coordinate existing professional development efforts related to implementation of the Wisconsin Model Early Learning Standards, with special attention to social-emotional development, dual language learners, children and families experiencing homelessness and/or poverty, etc.
- Support alignment of early learning standards with K-12 common core standards through connections among DPI, DCF, DHS, and the Registry
- Facilitate implementation of best practices, including communities of practice, coaching, mentoring, and ongoing technical assistance.
- Explore the enhancement of the progression of early childhood teaching credentials and licenses that align and cross systems.
- Facilitate and align the opportunities below

## Professional Standards to support collaboration and consistency in essential skills, knowledge and dispositions across early childhood sectors

- Update the WI Core Competencies to reflect current standards which will enhance cross sector usage
- Link professional development across sectors to the WI Core Competencies
- Continue to explore possibilities for creation of a state license or credential aligned with a 2-year Associate Degree in early childhood from a Wisconsin Technical College System
- Increase credit-based options for WMELS training at the AA, BA and MA levels

## Career Pathways to facilitate recruitment, retention, and career mobility

- Keep the Wisconsin Career Guide to support recruitment, retention, and career mobility
- Through the higher education scan, additional opportunities for career pathways could be explored between WTCS and 4 year institutions
- Continue to create the necessary link between enhanced educational qualifications and improved compensation, and examine all future policies for integrated early childhood professional development systems for their contribution towards increasing compensation parity
- Utilize the Wisconsin Council on Children and Families' Career Pathways report as a reference for action planning
- Support the development of new credit- based and online options to facilitate attainment of higher education degrees

### **Articulation for transferability of credits across two- and four-year degree programs**

- Through the higher education scan, additional opportunities will be explored for articulation between WTCS and 4 year institutions, credit for prior learning and other approaches to build a diverse workforce in Wisconsin
- Continue efforts started by WCCF and WECA through a Joyce grant to move Credit for Prior Learning initiatives forward, including a potential T.E.A.C.H scholarship to support child care professionals in developing portfolios and an IHE system to integrate portfolios for credit

### **Advisory Structures**

- Continue and strengthen the Wisconsin Cross-Sector Professional Development Initiative to assist in the implementation of next steps in all policy areas
- Develop communication systems to track progress of professional development across advisory groups

### **Data to inform decision making and assure accountability**

- Continue to develop a longitudinal data system to be used in planning and decision-making to ensure that outcomes of the ECAC are measured and evaluated

### **Financing to assure the structure is supported, accessible to the field, and supporting compensation**

- Continue to find ways to increase compensation, diversity, inclusion and access, i.e. YoungStar, Wisconsin Shares, T.E.A.C.H., R.E.W.A.R.D., Initial Educator Mentoring Grants, etc.
- Increase funding for programs providing professional development to traditionally- low- paid workforce sectors to improve parity
- Continue to utilize braided funding strategies as needed to support cross- sector professional development system building.

**Wisconsin Professional Development Scan**  
**By**  
**The Cross-Sector Professional Development Initiative**

**Primary Author: Ann Ramminger\***  
**UW Madison Waisman Center**

**Contributors to the Scan:**

*Children's Trust Fund, Jennifer Jones*  
*Department of Children and Families, Leslie McAllister*  
*Department of Children and Families, Katherine McGurk*  
*DCF, State Head Start Collaboration Office, Linda Leonhart \**  
*Department of Health Services, Darsell Johns*  
*Department of Health Services, Linda McCart*  
*DHS and DCF, Jennie Mauer*  
*Department of Public Instruction, Erin Arango-Escalante*  
*Department of Public Instruction, Jill Haglund \**  
*DPI - Cooperative Educational Service Agency 5, Joan Rice*  
*Harmony House, Jane Robinson*  
*Parents Plus, Suzy Rodriquez*  
*Wisconsin Early Childhood Center, Head Start TTA Office, Joanna Parker*  
*Supporting Families Together Association, Lilly Irvin-Vitela*  
*The Registry, Jere Wallden*  
*UW Madison Waisman Center, Linda Tuchman \**  
*UW Extension, Pence Revington*  
*UW Extension, Cailin O'Connor*  
*UW Milwaukee, Pam Boulton*  
*Wisconsin Alliance for Infant Mental Health, Therese Ahlers*  
*Wisconsin Alliance for Infant Mental Health, Lana Nanide*  
*Wisconsin Council on Children and Families, Dave Edie*  
*Wisconsin Early Childhood Association, Peggy Haack*  
*Wisconsin Early Childhood Association, Andrea Murray*  
*Wisconsin Early Childhood Association, Jeanette Paulson*  
*Wisconsin Early Childhood Association, Ruth Schmidt*

**\* Members of the CSPDI Leadership Team**

## Appendix A: Policy, Statutes and Related References

### Department of Public Instruction

- **PI34 Administrative Rule, Department of Public Instruction:** Applies to teachers, principals, special education, nurses, and 4K program teachers in community approaches. A bachelor's degree is required at minimum: <http://www.dpi.state.wi.us/tepd/pi34.html>
  - **PI 34.25 DPI License Renewal:** Renewal of license includes PDP (if licensed after 8/31/2004) or 6 related credits. Also applied to early childhood special education: <http://www.dpi.state.wi.us/tepd/renewal.html>
  - **PI34 Administrative Rule:** 10 Teacher Standards; 7 Administrator Standards; 7 Pupil Service Standards: <http://www.dpi.state.wi.us/tepd/standards.html>
  - **PI34.17.4 - DPI Subchapter V: Licenses and Stages, Advancement** Requirements from initial educator to professional and master educator. Employers may increase compensation for higher levels: <http://www.dpi.state.wi.us/tepd/pi34.html#initialeducatorlicense3417>
  - **PI 34 WI Quality Educator Initiative** maintains a listing of licensed educators in a variety of disciplines: <http://dpi.wi.gov/tepd/qualedinit.html>

### Department of Health Services

- **DHS90.11 (6) (a) & (b), Department of Health Services:** Applies to early intervention personnel for children from Birth to Age 3 with Developmental Needs. Early Intervention team must be qualified in accordance with related profession: <http://legis.wisconsin.gov/rsb/code/dhs/dhs090.pdf>
  - **Early Intervention** Team members follow required continuing education based on profession: [http://drl.wi.gov/profession\\_list.asp?locid=0](http://drl.wi.gov/profession_list.asp?locid=0) *Example:* Speech Language Pathologist requires 20 hours of board approved continuing education. <http://legis.wisconsin.gov/rsb/code/has/has008.pdf>
  - Each member of **Early Intervention** team has competencies specific to his or her profession. *Example:* Physical Therapist has competencies set forth by the American Physical Therapy Association: [http://journals.lww.com/pedpt/Citation/1991/00320/Competencies\\_for\\_Physical\\_Therapists\\_in\\_Early.5.aspx](http://journals.lww.com/pedpt/Citation/1991/00320/Competencies_for_Physical_Therapists_in_Early.5.aspx)
- **Home Visitation Personnel. H.R. 3590, SEC. 2951.** Amends Title V of the Social Security Act (42 U.S. C. 701 et seq.) adding: SEC. 511 Maternal, Infant, and Early Childhood Home Visiting Programs. (c) (3) (B) (ii) The program employs well trained and competent staff, as demonstrated by education or training, such as nurses, social workers, educators or child development specialists: <http://healthcarereform.procon.org/sourcefiles/HR3690TitleII.pdf>
  - Children's Trust Fund Core Competencies in the field of family support: <http://wctf.state.wi.us/home/Core%20Competencies.htm>

### Department of Children and Families

- **DCF - YoungStar Child Care Quality Rating and Improvement System:** As implementation of YoungStar progresses, all programs that provide services to children birth through age five who receive Wisconsin Shares child care subsidy are required to participate in YoungStar, programs that serve school age children and receive Wisconsin Shares will begin participation in 2012, all other regulated child care programs can volunteer to participate in YoungStar: <http://dcf.wi.gov/youngstar/default.htm>

- **Continuing education: YoungStar** optional points can be earned when lead teachers and directors or family child care providers complete continuing education in WI Model Early Learning Standards, WI Pyramid Model of Social Emotional Competence, curriculum/assessment, child outcomes, professional practices, business practices, inclusion, nutrition, child abuse and neglect prevention, and professional development planning: [http://dcf.wi.gov/youngstar/pdf/point\\_detail.pdf](http://dcf.wi.gov/youngstar/pdf/point_detail.pdf)
- **DCF 251 Group Child Care:** Applies to child care administrators, directors, teachers, teacher assistants and related personnel. Requires experience and education. Registry levels specified for some positions: [http://dcf.wi.gov/childcare/licensed/CommManuals/GCC/251\\_05.pdf](http://dcf.wi.gov/childcare/licensed/CommManuals/GCC/251_05.pdf)
  - **DCF 251.05 (2) (c)** 25 hours/year if work more than 20 hours per week; 15 hours/year if work 20 hours or less per week. [http://dcf.wisconsin.gov/childcare/licensed/pdf/pcf\\_p\\_205.pdf](http://dcf.wisconsin.gov/childcare/licensed/pdf/pcf_p_205.pdf)
- **DCF 250.05 Family Child Care:** 3-credit course in child development. Non-credit course in operating a business if licensed after Jan 1, 2009. [http://dcf.wi.gov/childcare/licensed/CommManuals/FCC/250\\_05.pdf](http://dcf.wi.gov/childcare/licensed/CommManuals/FCC/250_05.pdf)
  - **DCF 250.05 DCF:** 15 hours of continuing education per year. [http://dcf.wi.gov/childcare/licensed/CommManuals/FCC/250\\_05.pdf](http://dcf.wi.gov/childcare/licensed/CommManuals/FCC/250_05.pdf)
- **DCF 202.08 Child Care Certification: Standards for family child care and in-home child care.** A Level I (regular) certified family and in-home child care operator under s. DCF 202.04 (5) (a) shall have completed at least 2 credits of early childhood training or non-credit department-approved training prior to Level I (regular) certification: <http://legis.wisconsin.gov/rsb/code/pcf/pcf202.pdf>
- **The Registry** awards a certificate verifying entry level and continuing education requirements defined by DCF. Training and education is verified and represented by the levels of The Registry's career ladder and quantified by 17 Core knowledge areas as defined by the National Association for the Education of Young Children (NAEYC) and CDA content areas as defined by the Council for Professional Recognition: <http://www.the-registry.org/Home/About-Us/>

## Office of Head Start

- **US DHHS ACF-IM-HS-08-12:** Head Start Teacher requirements include CDA, Associate or Bachelor degree in ECE. Early Head Start requires a CDA or equivalent. [http://www.acf.hhs.gov/programs/ohs/policy/im2008/acfimhs\\_08\\_12.html](http://www.acf.hhs.gov/programs/ohs/policy/im2008/acfimhs_08_12.html)
  - **US DHHS ACF- Sec. 648A (5):** No less than 15 hours of continuing education. <http://eclkc.ohs.acf.hhs.gov/hslc/Head%20Start%20Program/Program%20Design%20and%20Management/Head%20Start%20Requirements/Head%20Start%20Act/headstartact.html#648A>
  - **Sec. 641A** Performance Standards guide staff competencies. [http://www.acf.hhs.gov/programs/ohs/legislation/HS\\_act.html#641A](http://www.acf.hhs.gov/programs/ohs/legislation/HS_act.html#641A)

## Other Key Early Childhood Professional Development

- **Registry Credential Programs:** Five credentials: Infant Toddler, Administrator, and Preschool, Inclusion and Leadership. Consist of 12-18 credit courses with required portfolio/project & commission process. Accepted into several AA and BA degree paths and pathway to Infant Mental Health Endorsement: <http://www.the-registry.org/Credentials/> also accepted into CDA Credential process. **Registry Career Levels:** Seventeen career levels: <http://www.the-registry.org/Home/About-Us/>
- **Child Development Associate Credential (CDA):** Credential awarded by the Council for Professional Recognition in preschool, infant/toddler, family child care and family and home visitor. Based on a core set of competency standards. <http://www.cdacouncil.org/the-cda-credential>

- **Family Service Credential:** A comprehensive, competency and credit based training experience, designed to support direct service staff in their work with children and families.  
<http://www.portageproject.org/fsc/index.htm>
- **Strengthening Families:** A professional development initiative designed to increase the number of child care programs in the state that build protective factors with families, enhance relationships between child welfare and early care and education, and improve coordination across fields that work with young children and their families: <http://wctf.state.wi.us/home/StrengtheningFamilies.htm>
- **WI Model Early Learning Standards.** Align to K-12 Common Core Standards and Office of Special Education Outcomes. Framework for common language to inform curriculum, assessment, intentionality and ecological thinking. <http://www.collaboratingpartners.com/wmels-about.php>
- **Pyramid Model of Social Emotional Competence.** The Pyramid Model is an evidence-based tiered prevention and intervention framework to promote social and emotional well-being and prevent challenging behaviors. <http://www.collaboratingpartners.com/social-emotional-competence-sefel-pyramid.php>
- **Infant, Early Childhood, and Family Mental Health Postgraduate Certificate Program** provides specialized training for cross sector early childhood application: <http://www.dcs.wisc.edu/pda/mental-health/infant.htm>
- **WI Infant Mental Health Endorsement** is a verifiable process that recognizes the knowledge and training among professionals across disciplines within an organized system of culturally sensitive, relationship-focused learning and work experiences that promote infant mental health. There are 4 levels of endorsement based on qualifications and level of consultation. <http://www.wiaimh.org/>

## Appendix B: National Association for the Education of Young Children Policy Areas

### Professional Standards

Define the *what*, or the content, of professional preparation and ongoing development. State policies should specify qualifications and ongoing development required for all early care and education professionals. These specifications should address levels and content of education as well as ongoing development. The preparation and ongoing development requirements for these various roles also should be explicitly detailed in career-pathways policies aligning and connecting content.

### Career Pathways

Professional standards, described in the previous policy area, should align and create coherent career pathways for early childhood professionals. State policy should support continuous progress of individuals. Early childhood professionals need to be able to plan and sequence the achievement of increased qualifications, understand the professional possibilities resulting from such acquisitions, and be appropriately compensated. Policies should institutionalize or embed pathways in all sectors and for all roles- both direct service (those individuals working with young children and their families” and non-direct service (those working on behalf of children and families in training, resource, and other administrative roles).

### Articulation

Articulation includes the transfer of professional development credentials, courses, credits, degrees, etc., as well as student performance-based competencies, from one program or institution to another, ideally without a loss of credits. States should require colleges and universities to form articulation agreements that assist early childhood professionals in moving seamlessly through and across undergraduate and graduate degree programs. Grants or specific directions for resource allocations should be attached to such policy requirements; colleges and universities will need fiscal support to change or augment long-standing, institutionalized processes.

### Advisory Structure

Effective professional development systems are supported by a policy requiring a specific group of people to focus on this work. The advisory body should be free standing and have some authority or direct link to authority in the state’s governance structure. The work must be transparent, include cross sector participation and not depend on the different funding streams for different types of programs or families served. Each sector must respect and be willing to collaborate with other sectors to create an integrated system that does not depend on the varied funding streams for different types of programs or families served.

### Data

Data are essential to gauge any impacts and systems change. State policies should require the methods and collection of specific data and also mandate non-duplication of efforts, cross-sector data collection, sharing and alignment. Data may be gathered and maintained by multiple partners such as workforce/practitioner registries, researchers at higher education institutions, and others. State policies should require the methods and collection of specific data and also ensure non-duplication of efforts, cross-sector data collection, sharing and alignment. Policies should also require comprehensive workforce studies at regular intervals and ongoing collection of professional development utilization and improvement indicators.

### Financing

State policies should support financing of integrated professional development systems in four specific areas:

1. Financial support for early childhood professionals to obtain education and ongoing development, based on need.
2. Financial support for programs/workplaces that facilitate professional development through resources for release time and substitute staff, teacher mentors and coaches, purchase of materials and equipment, and other supports.
3. Explicit rewards and compensation parity for attainment of additional education and development.
4. Financing of the professional development system infrastructure, which may include the advisory body, data systems, support to higher education and training institutions, and quality assurance processes.